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ABSTRACT

This report represents the work of a student or students in the New England Board of Higher Education's (NEBHE) Student Internship in Economic Development (SIED) program. The objective of this program is to relate the resources of institutions of higher education to economic development organizations in such a way as to: (1) assist economic development organizations in the investigation and solution of selected, well-defined problems through the use of student manpower; and (2) permit students to enrich their formal learning through concrete service experience in economic development. The document presents the results of a survey of the institutions qualified to participate in the program and describes the programs and facilities that each institution could contribute to SIED. (Author/HS)

ED 071562

A PRELIMINARY IMPLEMENTATION PLAN FOR PUBLIC ACT 140

A Report Presented to the

Connecticut Commission for Higher Education

by

Richard A. Simpson and Steven A. Torok, Interns

New England Board of Higher Education

Student Internship in Economic Development Program

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Project Committee Members

Richard S. Lewis, Chairman
W. Robert Bokelman
Ward S. Curran
Jon M. Joyce
Louis Rabineau

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Foreword

This report represents the work of a student or students in the New England Board of Higher Education's (NEBHE) Student Internship in Economic Development (SIED) program. The objective of this program is to relate the resources of institutions of higher education to economic development organizations in such a way as to:

- o assist economic development organizations in the investigation and solution of selected, well-defined problems through the use of student manpower, and
- o permit students to enrich their formal learning through concrete service experience in economic development.

This program thus represents one component of NEBHE's continuing effort to assist the New England State governments and the public and private institutions of higher education in their effort to expand the quantity and quality of educational opportunity. The New England Board of Higher Education was created in 1955 by a six-state compact and ratified by Congress. It is thus the official regional agency of these states for this purpose and related functions.

Major financial support for the Student Internship in Economic Development program came from the New England Regional

Commission (NERCOM).

The findings, conclusions and recommendations contained herein are those of the authors and do not necessarily represent those of the local organizations, participating universities, NERCOM, NEBHE or the SIED staff. They are in effect, the students' contribution to the continuing processes of economic and social growth in the New England region.

Major support for the Student Internship in Economic Development program was provided by the New England Regional Commission.

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STATEMENT OF OBJECTIVE

The overall objective of this project is the compilation of program areas for which Public Act 140 [1/] might provide support. This objective embraces both a long and short range goal. In the long run an attempt has been made to assemble an anthology of what the independent colleges foresee as being possible contractural arrangements with the State as per the provisions of Public Act 140. For the short run, a relatively specific listing of programs, services and facilities for which immediate implementation of Public Act 140 may be possible, has been prepared. The nature of information sought in fulfillment of the first goal is by necessity more specific and detailed than that material we expect to gather while working toward the short range objective.

The primary source of information has been the on-campus interview. Every independent college in the State which is eligible under the terms of Public Act 140 has been visited and meetings held with the presidents and academic vice presidents of these institutions as well as any other officials who might provide a useful input. These interviews were arranged in advance and have had the full support and cooperation of the Connecticut Conference of Independent Colleges.

The format of these interviews was such as to encourage on the

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1/ A copy of Public Act 140, enacted by the 1972 Connecticut General Assembly, appears in the Appendix of this report.

one hand as much input on the general nature of the act vis-a-vis the given school and its long run possibilities for utilization, while, on the other, seeking to ferret out those ideas and existing programs which are sufficiently developed to represent possibilities for immediate action. When a given college offered areas it considered ripe for immediate implementation queries were made on not only the specifics of the program they have in mind, (people, facilities, funding, etc.) but also on their assessment of why the State should be interested and what particular needs would be satisfied. Pursuant to this line of inquiry exploration of such considerations as student interest, state need, cooperative potential with the public sector of higher education, and estimates of cost with regard to the alternative of the State undertaking such a program itself have been made.

One can reasonably expect that the product of these interviews and subsequent investigation, where appropriate, represents a reasonably comprehensive survey of the thinking of the private colleges on the possibilities of Public Act 140. This survey notes not only areas where implementation is possible but also indicates how far along given suggestions are developed. Such information provides the basis on which evaluation and more specfic in-depth study could be undertaken. It was hoped that a sufficient number of well developed proposals would be forthcoming permitting the preparation of a preliminary budget request which

would note specific programs, their cost and some basis of justification and priority. These programs would be selected in part on the criteria that they show a strong likelihood of being implemented if funded. This has proved to be the case.

Additionally a number of areas developed within the Commission for Higher Education for which Public Act 140 funds might be used were explored. These areas included the implementation of the external degrees concept, support of needed medical training programs and some specific areas of cooperative facility usage, such as libraries. In the long-run evaluation of these areas the expertise of the Commission for Higher Education and other agencies will be used as specific circumstances dictate. With regard to the external degrees area, the expertise of Dr. Bernard Shea, Secretary, Committee on Alternate Approaches for the Delivery of Higher Education, and the committee with which he is involved in exploring alternative modes of education is being utilized. Contact has also been made with the Connecticut Institute for Health Manpower Resources Inc. and Mrs. Selma Markowitz, its director, for additional input.

INTRODUCTION TO THE SURVEY OF INDEPENDENT INSTITUTIONS

This report presents the results of a reasonably comprehensive survey of those independent institutions of higher education in the state of Connecticut for which Public Act 140 could be applicable. Public Act 140 empowers the Commission for Higher Education to contract with independent colleges for educational programs, facilities and services in those instances where contracting would be beneficial to the independent colleges and the people of the State.

The primary vehicle of this survey has been a series of on-campus interviews conducted with the various college presidents or other high academic officials of each independent college. The format of these interviews was such so as to encourage the independent colleges to offer all possible suggestions for contractual possibilities vis-a-vis their particular institutions. Because of the broad nature of the law itself, no restrictions were offered on the types of programs colleges could suggest, although it was pointed out that programs which met recognized state educational needs or indicated advantages through cooperation and coordination with public higher education carried with them intrinsic justifications and responded to many of the specific subpoints of the law. The broad perspective of these interviews has necessarily resulted in some shortage of specifics. However, if the Commission

chooses to pursue certain areas in particular, in most cases details could be available on short notice.

Over the course of this survey an attempt has been made to develop some implementation areas without regard to specific institutions. As a result a set of general proposals listed apart from those provided us by the specific institutions is offered. Although these ideas were discussed with many college presidents, the independent colleges as a whole should not be considered as having full knowledge of them as they are presented here.

The areas which are indicated throughout this report should not be considered to be exhaustive. Although every college has been consulted, much depends on what directions the Commission decides to take. The suggestions offered apart from those of the colleges themselves especially bear the limitations of their ad hoc creation and the limited input of few people.

LIST OF CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION BY REGION

REGION A

Northwestern Connecticut Community College
Winsted

Mattatuck Community College
Waterbury

Waterbury State Technical College
Waterbury

Western Connecticut State College
Danbury

University of Connecticut
Torrington

University of Connecticut
Waterbury

*Post Junior College
Waterbury

REGION B

Greater Hartford Community College
Hartford

Manchester Community College
Manchester

Middlesex Community College
Middletown

Tunxis Community College
Farmington

REGION B (cont'd)

Hartford State Technical College
Hartford

Central Connecticut State College
New Britain

University of Connecticut
Hartford

*Hartford College for Women
Hartford

*Rensselaer Polytechnic Institute of Connecticut
Hartford

*St. Joseph College
Hartford

St. Thomas Seminary
Bloomfield

*Trinity College
Hartford

*University of Hartford
West Hartford

*Wesleyan University
Middletown

REGION C

Eastern Connecticut State College
Willimantic

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* The starred institutions are the independent institutions eligible for support under Public Act 140

REGION C (cont'd)

University of Connecticut
Storrs

Quinebaug Valley Community College
Danielson

*Annhurst College
South Woodstock

REGION D

Mohegan Community College
Norwich

Thames Valley State Technical College
Norwich

University of Connecticut
Groton

U. S. Coast Guard Academy
New London

*Connecticut College
New London

*Mitchell College
New London

REGION E

South Central Community College
New Haven

Southern Connecticut State College
New Haven

REGION E (cont'd)

*Albertus Magnus College
New Haven

*University of New Haven
West Haven

*Quinnipiac College
Hamden

*Yale University
New Haven

REGION F

Norwalk Community College
Norwalk

Housatonic Community College
Bridgeport

Norwalk State Technical College
Norwalk

University of Connecticut
Stamford

Bridgeport Engineering Institute
Bridgeport

*Fairfield University
Fairfield

*Sacred Heart University
Bridgeport

*University of Bridgeport
Bridgeport

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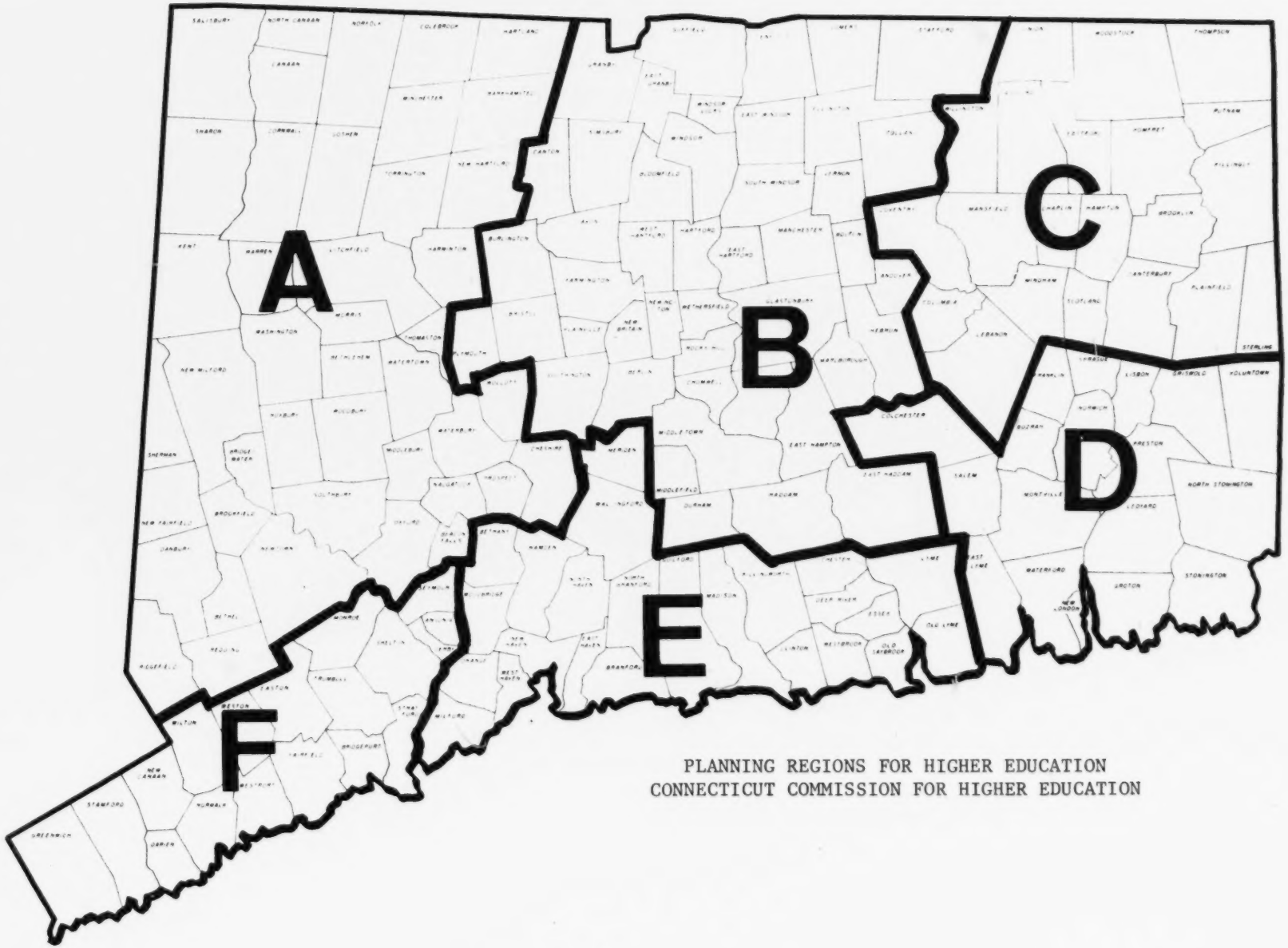
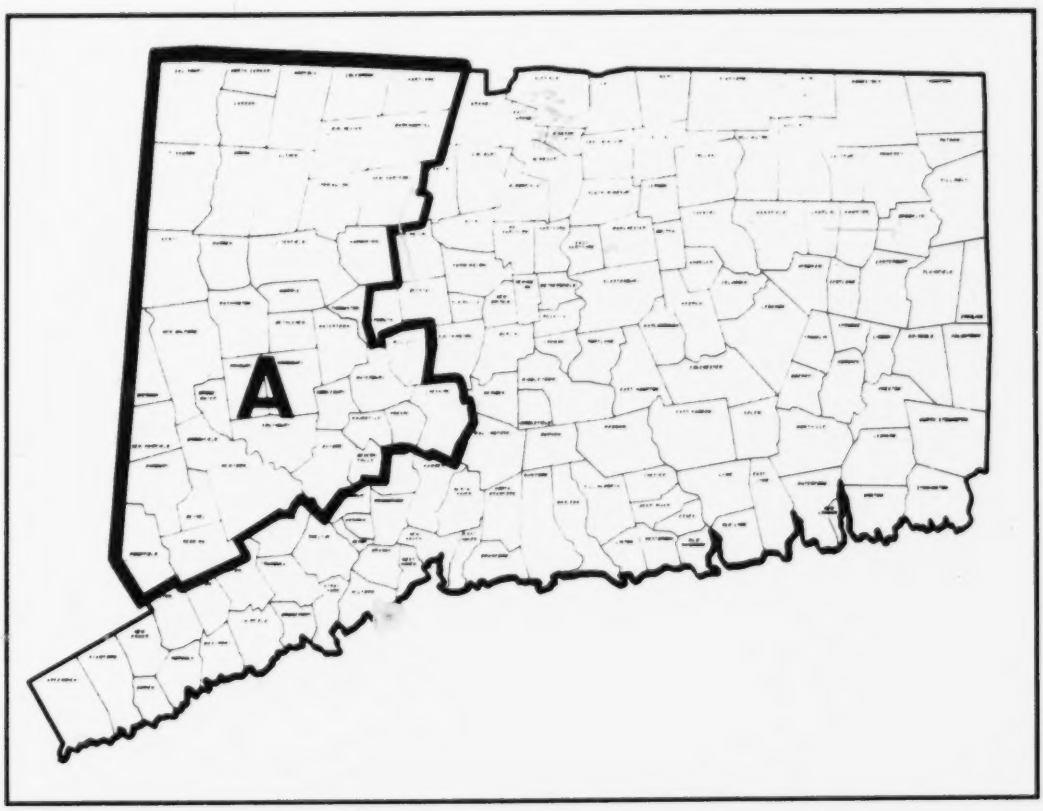
* The starred institutions are the independent institutions eligible for support under Public Act 140



PLANNING REGIONS FOR HIGHER EDUCATION
CONNECTICUT COMMISSION FOR HIGHER EDUCATION

REGION A



POST JUNIOR COLLEGE

Post Junior College, a two-year institution located in Waterbury, faces enrollment problems resulting, in the opinion of the college, primarily from competition from nearby public institutions. As a result, Post has space that it could offer to the state on a contractual basis. Mr. John C. Sullivan, Director of Continuing Education, advised us that Post could currently accept one hundred additional students in its Secretarial Service Program (Executive, Legal, Medical); fifty additional students in its Business Administration Program; fifty students in its Fashion Merchandising Program (Fall '72); fifty students in its Library Technology Program (Fall '72, this is a field in which the Torok-Jacobson report of '71 indicated a man-power shortage in Connecticut); and fifty students in its Child Care Program (Spring '73). In sum, Post could accommodate three hundred and fifty students if they were properly distributed among these programs.

Mr. Sullivan indicated that Post has fourteen general classrooms (thirty students each) exclusive of the two lecture halls in Science Hall (one with a capacity of 117, the other of 50). The State could contract for use of these facilities.

Post would be interested in contracting with the State to allow Mattatuck Community College to use its library.

Post plans to enter the Medical Management and Nursing Home

Management fields this fall.

As a long-range project, Post could serve as the center for an evening college program in virtually all curriculum areas intended for adult, undergraduate students. Mr. Sullivan sees a great need for this in the Greater Waterbury area.

SUMMARY

PROGRAMS:

1. Secretarial service program
2. Business administration program
3. Fashion merchandising program
4. Library technology program
5. Child care program

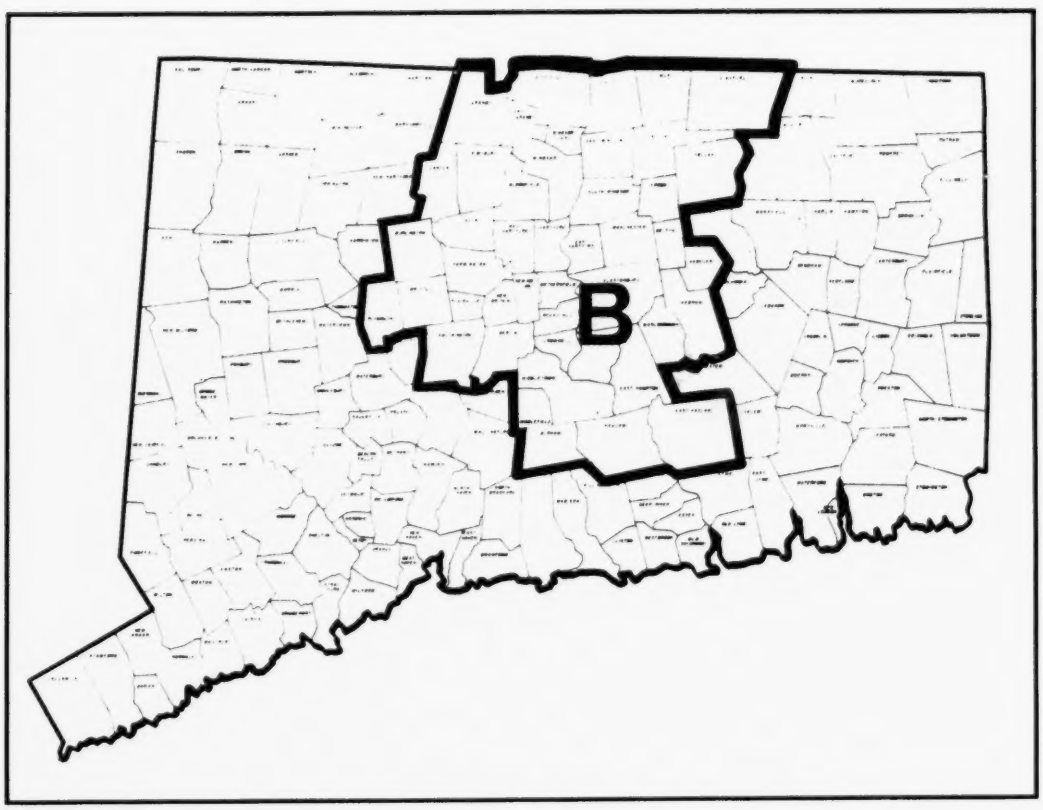
SERVICES:

1. Library

FACILITIES:

1. General classrooms
2. Lecture halls

REGION B



HARTFORD COLLEGE FOR WOMEN

President Laura A. Johnson and a group of college officials of Hartford College for Women, a small two year college, presented a single detail proposal. For the last three years the college has maintained a center for women with funds ($150,000) provided by private sources. This center has served an essentially three-fold role: counseling, career information, and placement. The center has served six hundred and fourteen women during this period.

Each year the college presents a seminar focusing upon an important topic for women. This fall, for example, the college will present a seminar on Women in Business. These seminars attract experts to Hartford and provide an important source of information for women in the area. The College does not drop a topic after a seminar. Instead, it uses the center to provide a continuing source of information and advice concerning a given topic for women who become interested in it.

The College's follow-up study on the center indicates that most of the women go on to something else, either college or a job, after the seminars and individual counseling. One might describe the center as a resource center for talented women in the Hartford area which provides a source of information and advice concerning the kinds of opportunities available and how to pursue them for this group. In this way, the center serves to utilize

a currently untapped resource.

Since the private grant runs out this year, the college requests that the State contract under Public Act 140 to provide the basic expenses for on-going support of the program. This would involve about $35,000. The college itself will arrange funding for the seminars.

SUMMARY

SERVICE:

1. Center for Women

RENSSELAER POLYTECHNIC INSTITUTE

Vice President Warren C. Stoker of the Hartford branch of RPI, a graduate institution, indicated that RPI has extensive space available in its new Hartford facility. An agreement with the local community college to move into this space has not yet been approved, but is under consideration. RPI remains willing to contract with the State for use of this modern educational facility.

RPI made several specific proposals. Dr. Stoker indicated that RPI could supply the graduate instruction currently provided by the Hartford branch of the University of Connecticut. If it were desired, RPI could also handle the undergraduate program in engineering offered by the Hartford branch of UConn. Dr. Stoker informed us that RPI has contacted Dr. Peter W. McFaden, Dean of the UConn School of Engineering, concerning this proposal and that the possibility for implementation appears to be strong.

He also suggested several proposals which would utilize the institution's special expertise in information management. These programs would teach various groups how to most efficiently employ their computer resources. This program would not teach individuals how to operate the equipment but would teach them the information and management skills necessary to use equipment efficiently. RPI is currently offering this kind of computer information management program to police. Non-credit graduate level courses of this type

can be offered utilizing the same basic skills but adapted to meet the special needs of each group. Dr. Stoker asserts that interest in this kind of program exists in the community colleges, among teachers, superintendents of schools, and public officials. The Community Colleges are interested, for example, in computer-assisted college administration. These programs would in no way, according to Dr. Stoker, duplicate the work being done by Dr. Francis J. Degnan of the Commission for Higher Education on a management information system for higher education.

RPI suggested that they could offer a Management Development Program for middle management level executives and public officials. RPI has offered management programs for business since 1958. This kind of program has been successfully offered to town officials. Dr. Stoker sees an enormous state need for training of state and local administrators in the principles of management. RPI could, under Public Act 140, offer two to four classes of thirty to forty students per year.

RPI could help develop a Medical Information System and a Health Information System for the Medical Center. They are currently working on a program concerning management for Hospital Administrators in conjunction with the Kellogg Foundation.

RPI has wide experience in the case and incident method of instruction. The institution, according to Dr. Stoker, could offer instruction in pedagogical methods.

RPI could also offer refresher courses for teachers. These courses, which would center upon new developments in the various sciences, would update the teachers' knowledge of the state of their art.

Dr. Stoker indicated that RPI's expertise (see paragraph three of the report) could be valuable to the State Data Processing Center. The State could contract under Public Act 140 for RPI to provide this expertise to the State Data Processing Center. This would constitute, in effect, consulting engineering as RPI would advise the Center on matters concerning data retrieval, information design, and the other aspects of data processing.

Dr. Stoker suggested that the State could contract for scholarships for its employees to study fields important to their jobs just as businesses often provide scholarships for their employees to attend classes.

Dr. Stoker also suggested that the State could support, under Public Act 140, RPI's planned Environmental Science Program which will extend to the Ph.D. level. This unique program would be the first one to concentrate on the science side of the environmental question.

Finally, RPI sees the possibility of creating an Environment in the Inner City Program in conjunction with Model Cities. This would involve RPI's conducting, under state contract, a comprehensive study of the inner city from the engineering perspective.

SUMMARY

PROGRAMS:

1. Graduate engineering
2. Undergraduate engineering
3. Computer information management
4. Management development
5. Medical and health information
6. Refresher courses for teachers
7. Environmental science

SERVICES:

1. Consultant service on data processing

FACILITIES:

1. Classrooms, laboratories and offices

SAINT JOSEPH COLLEGE

Sister Mary consolata, President of Saint Joseph College, a women's undergraduate and co-educational graduate institution, located in Hartford, indicated that only the Storrs campus of the University of Connecticut and Saint Joseph College offer home economics majors. The enrollment in this program has been growing rapidly which indicates a strong student demand for this kind of program. This demand apparently results from the students' knowledge that positions in related fields will be available upon graduation. Rather than attempt to establish a similar program at other public institutions, the State could contract with Saint Joseph to expand its program and/or could establish some sort of special support for Connecticut students in this program (see the last paragraph of the report on the University of Bridgeport). President consolata also suggested that students at the two-year branch of UConn in Hartford who plan to transfer to Storrs and major in home economics might wish to take courses at Saint Joseph College.

President Consolata endorsed the idea of creating funds under Public Act 140 to allow students from public institutions to take courses at private institutions and to allow advanced high school students to take college courses. She also endorsed the idea of creating regional student consortia designed to expand the range of offerings open to students. She suggested, for example, that

courses in classics offered at Saint Joseph may not be available at some other institutions and that some students at the Hartford branch of UConn may have progressed in some areas beyond the limits of available offerings. These students could take courses such as advance languages at Saint Joseph College.

President Consolata indicated that Saint Joseph College has strong programs in Early Childhood Education and Special Education. In Early Childhood Education, Saint Joseph has developed a program which includes two years of experience in training day care staff. Saint Joseph's Gengras Center for Exceptional Children serves as the center for one of the State's largest and finest programs in special education. Once again, the State could more efficiently contract with the private college for expansion of these programs and/or for special aid for Connecticut students in these programs than to establish new programs at public institutions.

Saint Joseph has excellent science facilities and advanced science courses which are under-enrolled. The State could contract for places in these courses and for use of these facilities. Indeed, most of Saint Joseph's facilities are not fully utilized, especially during the evenings, and could be available for contractual arrangements with the State.

Saint Joseph's graduate program could also handle more students. Courses are held in the late afternoon and evening with special education and the sciences being the largest fields.

Saint Joseph has given up its nursing program because of a lack of funds. There is currently no baccalaureate program in nursing in the region. Under State contract this program could be re-established, perhaps as a cooperative effort by the Hartford area hospitals and private colleges.

Finally, Saint Joseph College and Southern Connecticut State College have established a special program with the UConn School of Social Work in Hartford to begin in the fall of 1973. Selected students who have graduated from Saint Joseph's four-year pre-professional sequence in social work, because their sequence of courses will have covered the first year's offerings, will be accepted into the second year of the UConn program. The State might act under Public Act 140 to make this program accessible to more state students by lowering the cost to them.

SUMMARY

PROGRAMS:

1. Home economics
2. Classics
3. Advanced languages
4. Early childhood education
5. Special education for exceptional children
6. Sciences

TRINITY COLLEGE

Vice President Thomas A. Smith of Trinity, a liberal arts college located in Hartford, indicated that Trinity does have academic space available outside of ordinary hours for which contractual arrangements could be made. There is no dormitory space available.

Trinity conducts a summer program for the National Collegiate Athletic Association and Hartford City Recreation Department for underprivileged youth. Vice President Smith suggested that the State might wish to contract for an expansion of this kind of program. A ten-week combination recreational and educational program, for example, would help meet a serious need of urban youth.

Vice President Smith asserted that Trinity has the capacity to do work with teachers and students on computer use. He sees a need for individuals, particularly teachers, trained in the proper use of computers. In addition to the program suggested above, Trinity stands ready to work out other cooperative efforts with its computer.

Vice President Smith then suggested a program designed to upgrade the level of teachers. This would involve offering teachers courses in their fields. Additionally, Trinity is interested in the whole question of teacher education and possible alteration in the preparation sequence. Mr. Smith mentioned the idea of replacing many education courses with liberal arts courses. He

suggested this field as one in which the State might wish to contract for programs.

Mr. Smith outlined Trinity's new independent, individual degree effort designed for highly motivated individuals. The students involved will use Trinity as a resource center -- faculty guidance and library facilities, for example -- but will face no time limits. This program, which will begin operation this fall, appears to have a strong potential for becoming a model for the State.

Finally, it was Vice President Smith who suggested the idea that a fund be established under Public Act 140 which would allow gifted high school students to take college courses. He emphasized that this program should involve the arts and humanities in addition to the sciences and mathematics.

SUMMARY

PROGRAMS:

1. Computer use
2. Teacher education
3. Liberal arts courses
4. College courses for gifted high school youth

FACILITIES:

1. Classroom space in evenings

SERVICES:

1. Summer recreational and education program for urban youth

UNIVERSITY OF HARTFORD

A group of high-ranking college officials of the University of Hartford suggested several areas in which they could provide services to the State under contractual arrangements. First, the University does have academic space available which could be utilized. Since nearby public institutions such as Central Connecticut State College are packed (especially at night), the University of Hartford suggested that an arrangement might be worked out under Public Act 140 which would allow public students to use this available space. We received a favorable response to the idea of establishing a public-private consortium. The University of Hartford is currently involved in a cooperative arrangement with Trinity, Saint Joseph College, Hartford College for Women, and Hartford Seminary which might qualify for funding under Public Act 140 and/or which might be expanded under state contract to include local public institutions.

The University of Hartford singled out its program in Black Studies as one which clearly addresses itself to pressing state needs and which might, therefore, qualify for support under Public Act 140.

The University of Hartford has an allied health program which qualifies for support under Public Act 140. In addition to support for existing programs, the University suggested that a strong need

exists for a baccalaureate program in nursing in the Hartford area. The University of Hartford has investigated this area and could offer such a program with Hartford Hospital if it had State support. (Note: see report on St. Joseph's visit as that institution suggests a cooperative baccalaureate program by the private schools in the Hartford area.)

Three additional areas that were suggested for support during our meeting were programs in bilingual education, early childhood education, and Art (Hartford Art School). The justification for the first program stems from the needs of the Spanish-speaking community in the area while that of the second stems from the large and growing demand for individuals trained in this field. The Hartford Art School could, under State contract, offer courses part-time at night and for teacher education in art.

The University of Hartford asserted that its Hartt College of Music constitutes an important and unique resource that is especially deserving of support under Public Act 140. The college offers professional education in music not duplicated at state insitutions. The State could subsidize the tuition for qualified students at the college or it might work out an arrangement with the University of Hartford whereby in exchange for support from the State the Hartt College of Music would give preference to qualified Connecticut students in its admissions procedure.

Another idea offered by the head of the Hartt College was that

the college could offer performances for the public and at state institutions under State contract. This would provide a means of making this valuable cultural resource more widely available.

Many schools in the area offer summer school courses. The State might contract to consolidate these programs which would allow for more varied offerings.

The University of Hartford suggested two of its programs that it believes are unique and deserving of support. These are the Internships in Public Offices Program and the Public Administration and Judicial Affairs Program.

The University of Hartford then suggested several additional projects and programs which might be conducted under State contract. First, the State could contract for a study of the problem of unemployed engineers and scientists. Second, the State could contract for a program to educate minority group engineers. Third, the State could contract for the University to provide workshops in environmental problems for legislators, law enforcement officers, and others. Fourth, the State could contract for a program in biomedical engineering.

SUMMARY

PROGRAMS:

1. Black Studies
2. Allied health

PROGRAMS (cont'd)

3. Nursing
4. Bilingual education
5. Early childhood education
6. Art education
7. Music
8. Internships in public offices
9. Public administration and Judicial Affairs

FACILITIES:

1. Classroom space during evening hours

SERVICES:

1. Musical performances
2. Study problems of unemployed engineers and scientists
3. Engineering training for minority groups
4. Workshops in environmental problems

WESLEYAN UNIVERSITY

Secretary Philip L. Calhoun of Wesleyan, a small liberal arts college located in Middletown, presented several specific proposals offering strong possibilities for implementation in the near future under Public Act 140. Wesleyan proposed to make its World Music Program, which is unique not only to Connecticut but also to the East, available to students in the public sector. Secretary Calhoun suggested three methods of accomplishing this goal. First, Wesleyan could open its World Music classes, which are small and could accommodate additional students, for non-Wesleyan students on both the graduate and undergraduate level. Second, Wesleyan's faculty could travel to other campuses to offer a survey course on World Music. The campuses involved could form a circuit with each Wesleyan faculty member spending a given period of time at each school to offer his section of the course before moving on to the next school. The course itself could involve either one or two semesters. Third, music faculty and Ph.D. candidates from other schools could come to Wesleyan to take courses in this field in order to prepare themselves to teach survey courses on their own campuses. This could involve only currently offered courses or special courses could be added. While Wesleyan finds any of these options (or any combination of them) acceptable, it prefers the second option which involves the circuit. Secretary Calhoun

suggested that a rough estimate of the cost of this program if the second option were adopted would be around $18,000 if it were offered only at Storrs or $40,000 if it involved the State Colleges also.

Wesleyan also proposed an in-service program for Community College faculty. This program would be conducted during the academic year itself. It would involve courses, similar to those sponsored by the National Science Foundation, designed to upgrade the quality of Community College faculty. Wesleyan's request is for a one-year grant under Public Act 140 to provide pilot money for implementing a program of this type.

Wesleyan's third proposal involves teacher education. Wesleyan currently offers a teacher education program which emphasizes liberal arts education rather than education courses. Under this proposal, Wesleyan would integrate in-service training for teachers into this program. Wesleyan will be prepared to provide additional details for this proposal in the near future.

Wesleyan's fourth proposal was for the State to help cover the overhead cost for the Connecticut Talent Assistance Cooperative (CONNTAC) program. This program currently costs Wesleyan $21,000 more than the Federal Government reimburses it. Secretary Calhoun suggested that Wesleyan would also be willing, if funds were provided under Public Act 140, to expand and strengthen the CONNTAC program by making supplementary offerings (Wesleyan already opens

classes and the Library for the program).

Wesleyan indicated that its facilities were essentially wide open for use on a contractual basis. Wesleyan could provide anything from an entire classroom building down to a single lab. Arrangements could be made, for example, for Middlesex Community College students to use Olin Library. Secretary Calhoun pointed out that Middlesex holds most of its classes during the evening after Wesleyan classes have finished for the day. Consequently, virtually the entire plant could be made available to Middlesex for its use (indeed, these facilities have been offered to Middlesex in the past).

Finally, Secretary Calhoun responded favorably to the idea of creating funds under Public Act 140 for high school students to take college courses and for public students to take courses in private institutions.

SUMMARY

PROGRAMS:

1. World music
2. Teacher education
3. College courses for high school students
4. Courses for students attending public colleges

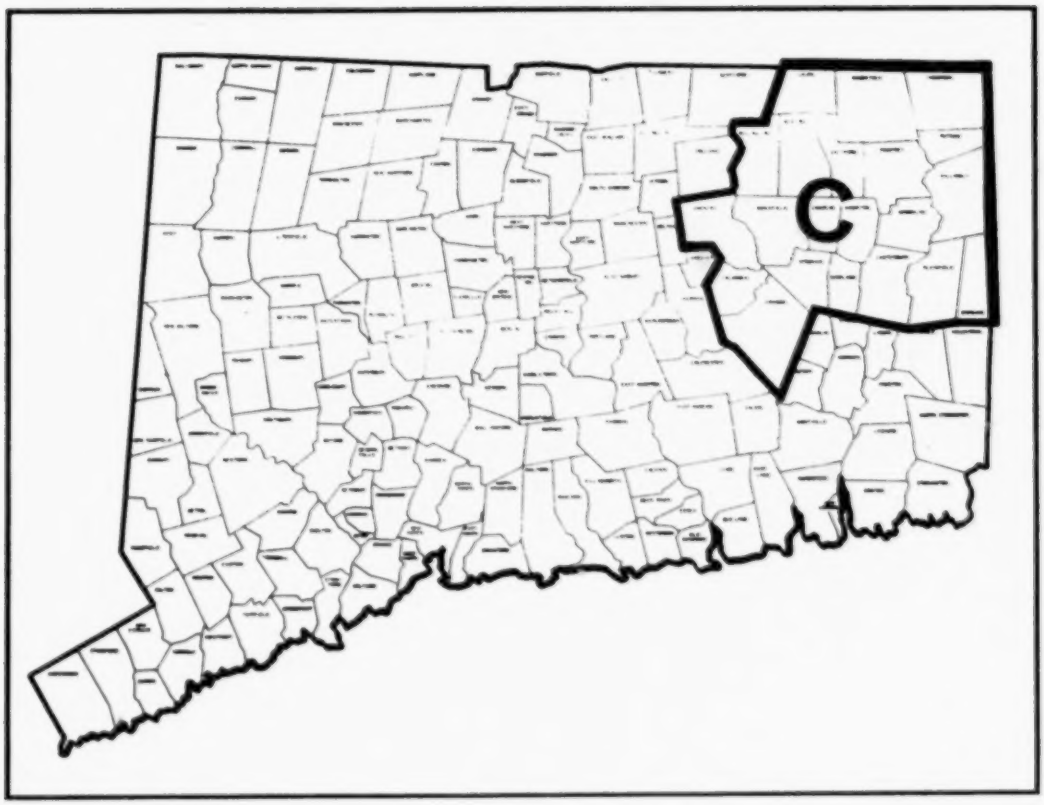
FACILITIES:

1. Classrooms and laboratories during evenings

SERVICES:

1. In-service programs for community college faculty members
2. Expand and strenthen CONNTAC program

REGION C



ANNHURST COLLEGE

Sister Cecile Comtois, President of Annhurst College, a Catholic four-year liberal arts college for girls, located in South Woodstock, indicated that Annhurst faces an enrollment decline similar to that of many other institutions. One of Annhurst's primary resources lies in her facilities which could handle more students. President Comtois has spoken with Dr. Robert E. Miller, President of Quinebaug Valley Community College, concerning the possibility of that institution contracting to use Annhurst facilities. There appears to be a good opportunity here for a successful contractual arrangement exemplifying cooperation between the public and private sectors.

President Comtois and her academic dean suggested that theatre, art, and music represent areas in which Annhurst has strength which the public sector might wish to utilize. They emphasized the high quality of the School's theatre complex. Other areas in which Annhurst has particular strengths that might call for funding are in the sociology field (President Comtois suggests that Annhurst offers quality field work not available elsewhere) and in the Dempsey center in which the girls work with retarded children. These areas appear to offer possibilities for contractual arrangements.

Annhurst has a foreign institute in which international students learn English. It offers one year of intensive training in

English after which the students move on to college.

Annhurst also wishes to institute programs in nursing and medical technology but will be unable to do so without some form of outside help. President Comtois suggested that the Northeastern region of Connecticut, like many others, needs trained medical personnel. Annhurst would need to offer new courses but would not need new facilities in order to offer these programs. The primary problem here appears to be one of establishing a working relationship with a suitable in-state hospital. Otherwise, this appears to be a good example of the kind of program that Public Act 140 might support.

Annhurst suggested two other areas in which contractual arrangements were possible. First, Annhurst is re-incorporating a program in secretarial science. Second, Annhurst needs additional students in its Business Administration program (primarily accounting). President Comtois pointed out that employers have expressed pleasure with the quality of the training received by the girls in this program.

SUMMARY

PROGRAMS:

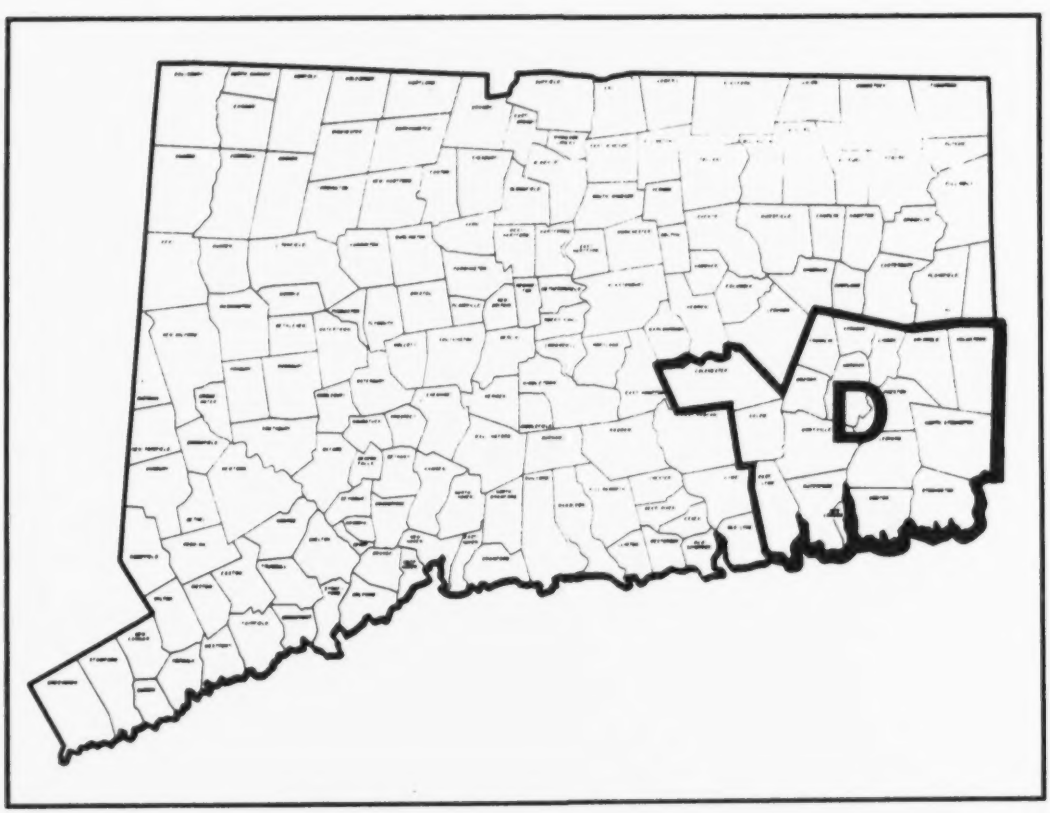
1. Theatre, art and music
2. Sociology
3. Retarded children

4. Foreign institute to teach English to non-English speaking students
5. Nursing and medical technology
6. Secretarial science
7. Business administration

FACILITIES:

1. Classroom space

REGION D



CONNECTICUT COLLEGE

President Charles E. Shain of Connecticut College, a liberal arts college in New London, suggested that the concept of a regional higher education library might provide an important area for the long run implementation of Public Act 140. The New London area includes the Avery Point branch of the University of Connecticut, Mohegan Community College, and Mitchell Junior College in addition to Connecticut College, but only Connecticut College has the library resources necessary for most research work. Public Act 140 might serve to make the resources of established libraries in the private sector available to the public sector (in addition to other private schools). Connecticut College is currently planning a new library. One idea would be for the State, under Public Act 140, to make a substantial contribution to the construction of this facility in return for agreements concerning usage by students in the public sector. This concept of a regional higher education library seems to be well suited to demands (including those in Public Act 140) for the minimization of duplication. In any case, Connecticut College appears very willing to work out arrangements for public students to utilize the Connecticut College library.

President Shain also suggested that Public Act 140 might be used to establish on a regional basis in the New London area the same kind of library services circuit that Connecticut College has

with Wesleyan and other schools to the Yale library. This would allow students to check on whether other area libraries have certain books and whether they are available before traveling to that school. It would facilitate cooperative use of libraries.

President Shain suggested that Mohegan Community College might wish to contract for time on Connecticut College's computer. Connecticut College's facilities could be used to train Mohegan students.

President Shain then identified the areas in which Connecticut College offers unique and especially strong programs which might qualify for funding. These include the return to college program through which many older people have earned degrees at Connecticut College, the Chinese language (and Asian studies) program, the Eugene O'Neill Association (under which the professionals at the O'Neill center in Waterford become involved in the training of college students in theatre), programs in environmental studies (especially the summer courses in Marine biology as the resources of the New London area are perfectly suited for this field), and dance (Connecticut College offers both a major and a master's degree. This is a well known, well respected program which is unique to the area).

There are two other areas for which the State might wish to contract with Connecticut College. First, Connecticut College has a strong program in child development. It is accredited for train-

ing early childhood teachers. This represents a rapidly expanding educational area for which the State might wish to contract. Second, the Lyman Allan Museum, the only museum in the area, offers programs involving Connecticut College faculty, for the citizens of New London and the entire region. Besides this public service, the Lyman Allan Museum offers academic courses in museum management which might be of interest to Mohegan Community College (these courses are available only at Connecticut College). President Shain suggested that arrangements might even be made for interested Mohegan students to begin their program in museum management while at Moghegan then transfer to Connecticut College to complete their studies.

SUMMARY

PROGRAMS:

1. Computer program
2. Return to college program
3. Chinese language program
4. Asian studies program
5. Theatre (Eugene O'Neill Association) program
6. Environmental studies program
7. Dance program
8. Child development program
9. Museum program

SERVICES:

1. Regional Higher Education Library

MITCHELL COLLEGE

President Robert C. Weller of Mitchell College, a two-year college located in New London, indicated that Mitchell faces an enrollment problem as a result of competition from public institutions such as Avery Point branch of the University of Connecticut and the Mohegan Community College. Mitchell could handle nine hundred full-time day students (six hundred resident) in current facilities but next fall's enrollment will be only about four hundred and fifty. Enrollment has been dropping about ten percent per year. Consequently, space is available.

Mitchell is involved in the health care field. It has had arrangements for nursing training with Lawrence and Memorial Hospitals, the only regional hospitals, since 1948. Since the Engineering program at Mitchell was wiped out by competition from the Thames Valley Technical Institute, Mitchell has been unable to utilize the space that housed that program. It proposes to now convert that space for use in a two-year nursing program that could handle up to three hundred students. The necessary renovations would be inexpensive (Mitchell is willing to meet this expense) and Mitchell has excellent facilities for offering the necessary science courses. The primary problem, apparently, involves the threat of competition from Mohegan Community College. President Weller suggested that given Mitchell's experience, facilities, arrangements with Lawrence

Hospital and so on, the State should contract under Public Act 140 for Mitchell to offer this program.

President Weller also suggested that if Mohegan does choose to open a New London branch, then Mitchell should become its base. Mitchell offers the kind of facilities that are not available elsewhere and which it would be unwise for the State to duplicate.

President Weller also suggested that Public Act 140 should be used to offer cooperative courses. For example, Mitchell has the ability to offer organic chemistry but does not have enough students for the course. If the State could provide tuition funds, the few students interested in this course at the public institutions could take it at Mitchell. Clearly, this kind of program would expand the educational opportunities available in the area while also avoiding unnecessary duplication.

President Weller also suggested police training and marine ecology as areas which are ripe for cooperative ventures in the New London area.

SUMMARY

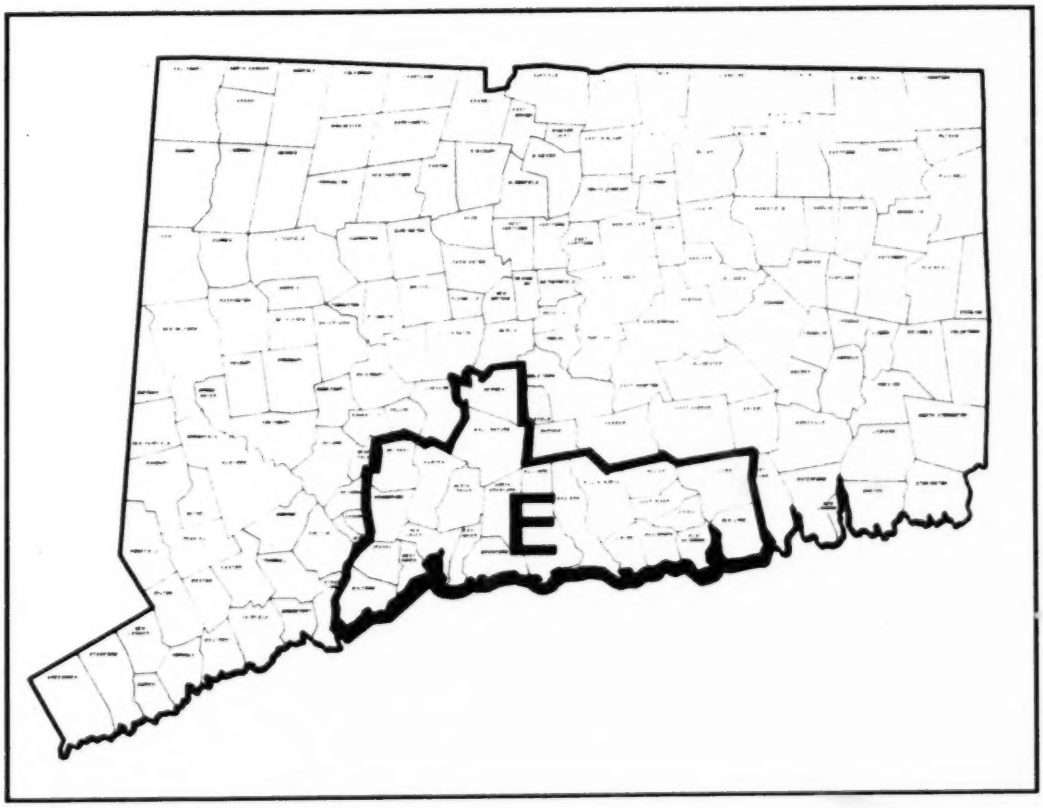
PROGRAMS:

1. Health care program
2. Nursing program
3. Cooperative programs with public institutions such as police training and marine ecology

FACILITIES:

1. Facilities for a community college branch

REGION E



ALBERTUS MAGNUS COLLEGE

President Francis H. Horn of Albertus Magnus College, a Catholic four-year liberal arts college for women, located in New Haven, suggested that a consortium be established in the New Haven area using funds from Public Act 140. This consortium would include the four private and two public institutions in the area. It should have a full time director with a secretary. Albertus Magnus College, which is centrally located, would be willing to provide office space. This consortium could become a model for Connecticut according to President Horn.

Albertus Magnus College offers courses in Classics and in Italian which are often not available at many schools. These courses have very small enrollments at Albertus as elsewhere. President Horn used this example to support the idea of state support for students taking courses at private institutions. The few students at the public schools who wanted to take Latin, Greek, or Italian could do so at Albertus with the State providing compensation to Albertus. This arrangement would clearly help all the institutions involved by expanding the variety of courses available to students and by eliminating the need for expensive duplication of courses for small enrollments. If the consortium were created, it would eliminate the need for the less extensive proposal.

Finally, President Horn identified two programs that Albertus currently offers that might receive funding under Public Act 140. These are a program designed to train teachers serving in the Puerto Rican community and a summer program for the training of minority group teacher aides. Since these programs address themselves to pressing state needs, they seem well suited for support under Public Act 140.

SUMMARY

PROGRAMS:

1. Classics
2. Italian
3. Latin
4. Greek
5. Teacher trianing for Puerto Rican community
6. Training of minority group teacher aides

FACILITIES:

1. Office space for consortium

YALE UNIVERSITY

Alfred B. Fitt, Special Advisor to the President, indicated that Yale had not done the preliminary work necessary for making specific proposals. He will distribute a memo regarding Public Act 140 to the appropriate people at Yale and will notify the Commission for Higher Education when and if Yale has proposals to offer. (No response had been received when this report was completed).

Mr. Fitt indicated that Yale could not offer the use of its library on a contractual basis as it is already fully utilized.

UNIVERSITY OF NEW HAVEN

Dr. Phillip S. Kaplan, Chairman of the Economics Department, indicated that the University of New Haven is very concerned about the needless duplication by the public system of accredited programs in the private system. The University of New Haven is especially concerned about the possibility that a public institution may attempt to duplicate New Haven's outstanding program in criminal justice which is virtually unique to the area. He argued that it is in the State's best interest to contract with the University of New Haven rather than to establish new programs at public institutions in criminal justice.

The University of New Haven and Southern Connecticut State College have a cooperative arrangement in economics and business administration. Students from Southern can enroll in business administration courses at the University of New Haven (not offered at Southern) while students from the University of New Haven can enroll in economics courses at Southern. The current arrangement allows fifty students to take part in this program with no transfer of funds between the institutions. If more than fifty students become involved, contracting under Public Act 140 would become possible.

Dr. Kaplan responded favorably to the idea of establishing a fund under Public Act 140 to allow students at public institutions to take courses at private institutions and to allow high school

students to take college courses.

Dr. Kaplan also suggested that the University of New Haven's Ph.D. program in computer science is unique to the area. He also suggested that the sharing of computer equipment between the public and private sectors of the New Haven area might be possible under Public Act 140. The University of New Haven could house equipment purchased under the Act.

Dr. Kaplan asserted that there are strong educational and economic arguments for locating any new technical college in the New Haven area on the University of New Haven campus. The University would provide the land free of charge to the State. The College could be managed on a contract college basis just as those in New York (e.g., Agriculture at Cornell).

Dr. Kaplan responded favorably to Dr. Horn's suggestion that a consortium be established for the New Haven area colleges.

The University of New Haven would be interested in contracting under Public Act 140 for programs in continuing education employing both traditional and non-traditional approaches.

The University of New Haven could provide training in computer assisted instruction (CAI). The local schools have expressed an interest in people trained in this field. The University currently lacks the resources to do the job. Consequently, Public Act 140 could be employed to give New Haven the resources to implement this program.

SUMMARY

PROGRAMS:

1. Criminal justice
2. Business administration
3. Computer science and computer assisted instruction
4. Continuing education

FACILITIES:

1. Share computer equipment
2. Site for technical college

QUINNIPIAC COLLEGE

President Leonard Kent and a group of other officials of Quinnipiac College, a four-year college located in Hamden, presented several detailed proposals for funding under Public Act 140. First, Quinnipiac has a working arrangement with Cheshire Reformatory. This educational program for inmates, conducted both on-site and on-campus, has been financed on a pilot project basis with Criminal Justice funds. Quinnipiac proposes that the State contract under Public Act 140 for Quinnipiac to provide remedial courses in mathematics and English plus college level courses for the inmates at Cheshire Reformatory.

Second, Quinnipiac singled out two programs in its School of Business that it believes provide unique and exceptional opportunities for Connecticut residents. These are its Computer Science Curriculum and Banking Management Program. The recently revised Computer Science Curriculum offers the students an option. They may either study the special problems involved in data processing management or they may study system design and management from the technical point of view. The Banking Management program, developed with the American Institute of Banking, is the only such degree program in the State and it includes special provisions for minorities.

Quinnipiac offers a program in Laboratory Animal Technology

that is unique to the State. This largely non-credit program is offered on all levels and is, in Quinnipiac's view, especially deserving of support under Public Act 140.

Quinnipiac also offers a program, now coming into its second year, in Health Services Administration. The program, primarily a part-time one for its students, is flexible according to individual needs. It is the first undergraduate program in the State helping people to meet licensure requirements.

Quinnipiac plans to establish a Health Science library facility. The library holdings of the community hospitals are grossly inadequate. This means that many people in the allied health fields have no place to go for needed materials. Quinnipiac is currently expanding its library. The College proposes to establish in its library a center for all of the allied health fields. This would be open to those outside of the Quinnipiac College student body and could, in fact, be opened to State institutions. The planning for this project is well along and Quinnipiac has already received six letters of intent from interested institutions. Consequently, this Health Science library facility proposal seems to offer excellent possibilities for implementation of Public Act 140.

Quinnipiac has a wide range of programs, including five unique ones, in the allied health fields. Dr. Levine of the School of

Allied Health pointed out that two of these allied health programs, those in occupational therapy and physical therapy, were just begun in 1970-71. Any or all of these could qualify for support under Public Act 140. Quinnipiac is especially concerned about public institutions attempting to duplicate established and successful programs in the private institutions. It would be more efficient, according to Quinnipiac, for the State to contract with private institutions in those fields in which the private institutions have established and successful programs.

Quinnipiac also suggested that an Educational Improvement Center for New Haven would constitute a valuable area for funding under Public Act 140. This would involve the continuing education of New Haven public school teachers. The proper course of action would be to first go to the teachers to discover what they need and then go to the colleges in the area to fill these needs.

Quinnipiac also suggested several other programs in the continuing education field which might deserve support under Public Act 140. Quinnipiac could offer short courses for veterinarians, animal owners, bankers, certified public accountants, in finance and similar topics. Quinnipiac also expressed interest in non-traditional methods of continuing education, such as credit by exam programs.

Finally, Quinnipiac suggested as areas for funding under Public Act 140 a Master's in Health Science and a program for training

managers of day care centers.

SUMMARY

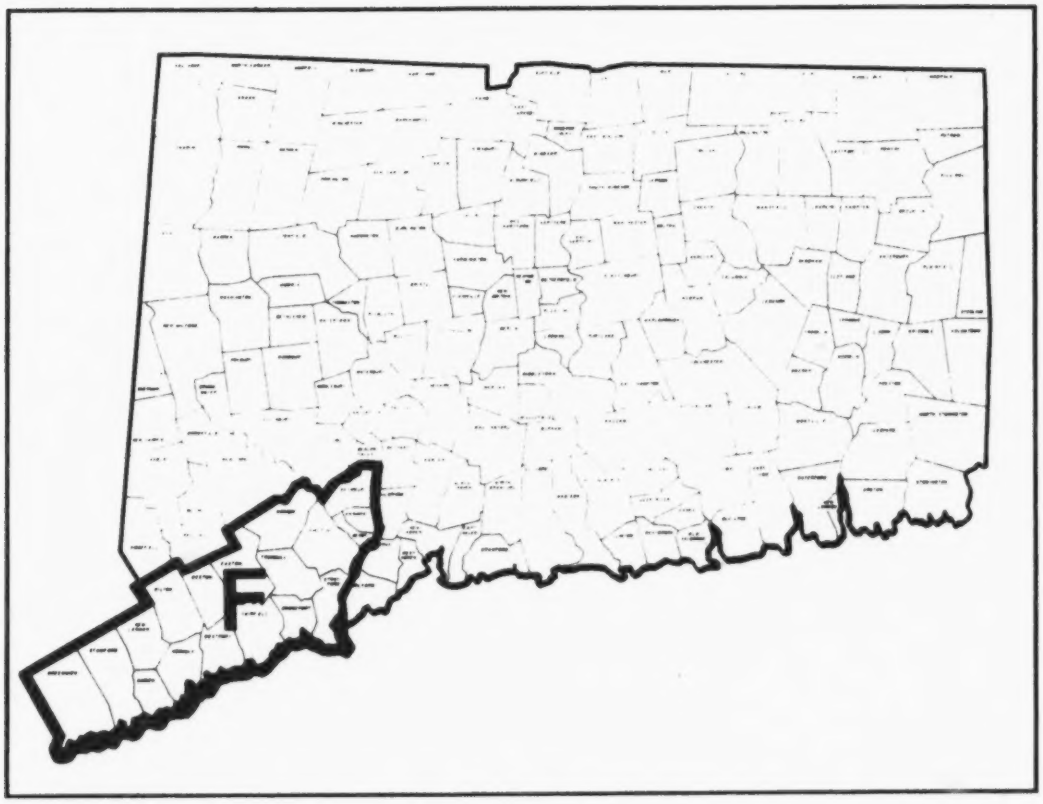
PROGRAMS:

1. Computer science
2. Banking management
3. Laboratory animal technology
4. Health services administration
5. Allied health: occupational therapy and physical therapy
6. Continuing education for public school teachers

SERVICES:

1. Allied health fields library

REGION F



SACRED HEART UNIVERSITY

President Robert A. Kidera of Sacred Heart University, a four-year Catholic college located in Bridgeport, indicated that enrollment at Sacred Heart includes 1,400 day students and 600 evening students. Since the plant was built for 2,000 students, Sacred Heart could accommodate additional students without appreciably increasing its costs. Sacred Heart is entirely a commuting institution.

Sacred Heart participates in the Higher Education Center for Urban Studies (HECUS). This consortium, which initially had only private colleges in the Bridgeport area as its members, now has expanded to include the public institutions. President Kidera suggested that HECUS, as an already established consortium would provide an excellent agency for the State to utilize in implementing state contracts for the exchange of students between institutions where an objective was to increase efficiency. State funding for HECUS could serve as a model for consortiums in other areas of the State.

President Kidera identified several programs at Sacred Heart that he believes to be especially strong candidates for state support under Public Act 140. First, Sacred Heart's board of trustees has just approved a planned Management Training Institute. This program will involve training for middle management and below

supervisory personnel. It can be given in the plants themselves if this appears to offer advantages. The need for such a program is especially pressing in Bridgeport because of the character of the town and the large numbers of middle management personnel serving in industries located there. Second, Sacred Heart requests support for its "social worker technican" program designed to help meet the special needs of the relatively large Spanish-speaking population in Bridgeport. This program would involve about fifty students who would train for positions below those of a fully trained social worker. President Kidera suggests that a significant need exists for this type of worker who can assist the social worker. If Sacred Heart can demonstrate that a demand does or will soon exist for these social worker technicians, then this program should be a strong candidate for Public Act 140 support.

Third, Sacred Heart requests support of its program of English as a second language which is already in operation. Once again the need for this program results from the concentration of Spanish-speaking individuals in the area served by Sacred Heart University.

President Kidera also pointed out that Sacred Heart offers special remedial courses in mathematics, English and psychology for those students who need them. He suggested that the State might wish to encourage such programs through funding under Public Act 140.

President Kidera presented two ideas for larger projects that

might be considered for funding. First, he suggested the establishment of a Center for Ethnic Studies. This kind of center, the details of which would have to be worked out, would be especially appropriate for Bridgeport because of its mixed population of blacks, Puerto Rican, ethnics, blue-collar workers, and upper income executives. President Kidera suggested that helping to ease the conflict within the community by expanding understanding was part of the role that a university should play.

Second, President Kidera pointed out that the Bridgeport area needs a law school and a school for social work. He suggested that the three private schools might be able to establish these jointly under state contract.

SUMMARY

PROGRAMS:

1. Management Training Institute
2. Social worker technician

SERVICES:

1. Higher Education Center for Urban Studies

FAIRFIELD UNIVERSITY

The Reverend William C. McInnes, S.J., President of Fairfield University, a Catholic University located in Fairfield, pointed out that the Bridgeport area has a working consortium in HECUS (see Sacred Heart, University of Bridgeport). He endorsed the idea of state support for HECUS. One idea would be for the State to pay the HECUS dues for the public institutions which do not now have funds in their budgets for this purpose (President Kidera of Sacred Heart University offered the same suggestion).

President McInnes proceeded to outline those Fairfield University programs for which the State might wish to contract. He feels the following programs best qualify under the terms of Public Act 140:

First, Fairfield has a nursing school which meets a need in the community. Only Fairfield and the University of Bridgeport have nursing schools. President McInnes fears that the public sector may want to move into this area. He suggests that it would be much more efficient for the State to contract with these existing programs.

Second, Fairfield has a graduate program in communications which President McInnes suggests is unique in the area and deserving of support.

Third, President McInnes suggests that the Urban Studies pro-

gram deserves support because of its importance to the area. The Bridgeport area's mixed population and urban problems create a special need for this kind of program.

Fourth, President McInnes suggested that a need exists for adult continuing education. Fairfield's plant is currently unused during the late afternoon and evening hours. The State might wish to contract with Fairfield to offer a continuing education program using non-traditional methods during these hours.

Fifth, President McInnes pointed out that Fairfield has a well-developed and specialized philosophy department for which the State might wish to contract. Fairfield has offerings which simply are not available elsewhere in the system.

Sixth, President McInnes suggested that the State might wish to contract for training in special education in Fairfield's graduate school. There clearly exists a state need for individuals trained in this field.

Seventh, the State might wish to contract with Fairfield for training in computer assisted instruction (CAI). President McInnes pointed out that CAI, teaching children with machines, is a new and rapidly developing field.

Finally, as a long range idea, President McInnes suggested that the public and private institutions in the area might join to offer a Ph.D. program in teaching. He emphasized that this represents a more tenuous proposal, one that would require a joint

effort involving schools other than Fairfield. He believes, however, that there will be an increasing demand in the area for such a program.

SUMMARY

PROGRAMS:

1. Nurses training
2. Graduate level communications
3. Urban studies
4. Adult continuing education
5. Philosophy
6. Graduate level special education
7. Computer assisted instruction

SERVICES:

1. Higher Education Center for Urban Studies (HECUS)

UNIVERSITY OF BRIDGEPORT

President Thurston E. Manning of the University of Bridgeport, a private university located in Bridgeport, indicated strong support for HECUS and the idea of state support for it (see Fairfield University and Sacred Heart University reports). He indicated that state funding for the public institutions to pay their HECUS dues would make an excellent small scale project for implementation of Public Act 140. He estimated that it would cost about $10,000 annually.

President Manning suggested that shared facilities by public and private institutions constitute an excellent area for implementation of Public Act 140. He indicated that he has been in contact with Housatonic Community College concerning the possibility of their contracting for the use of the University of Bridgeport's library. Housatonic needs a basic collection at its own campus but could use Bridgeport's library for research material. This would relieve Housatonic of building up a reasonably complete collection. Since Housatonic students are commuters, transportation to the University of Bridgeport would not be a distinct problem. This project could, according to President Manning, be limited to a pilot project involving borrowing privileges for Housatonic students at Bridgeport and inter-library loans. The total cost to the State, including partial acquisition support for Bridgeport's

purchase of the duplicate copies required by the arrangement, would probably be a maximum of $25,000.

President Manning also suggested that his institution could provide computer facilities for the public institutions. Bridgeport has a NCR Century 200 computer which could serve schools such as Housatonic and Norwalk State Technical Institute.

President Manning proposed funding for a joint five-year chemistry program at Housatonic and the University of Bridgeport. The students involved would take two years at Housatonic followed by three years at Bridgeport after which they would graduate with a master's degree. This program would probably involve about eight students a year. President Manning identified two problems which could be solved with state funding. First, Housatonic would need funds to purchase equipment for the first two years. Second, the schools need about $10,000 to finance the necessary negotiations. Additionally, the students involved would face a sharp rise in tuition when they moved from Housatonic to Bridgeport. Any program that helped alleviate this tuition problem would help the project.

President Manning indicated that Bridgeport has a health program which enrolls about 350 students in the two-year nursing program and another 350 total in the four-year and master's programs in nursing. There are also 120 to 140 students in the two-year dental hygiene program. Bridgeport is currently studying the need for health para-professionals. President Manning will request the

directors of his health programs to give some thought to proposals that Bridgeport could make under Public Act 140 in these fields in addition to the proposals for support of existing health programs.

Finally, President Manning suggested that in the health field, as well as in other fields, substantial state assistance to Connecticut students could increase the percentage of Connecticut students in those programs. In order to encourage students to maintain residence in Connecticut after graduation, President Manning suggested that programs such as loan forgiveness for residence in Connecticut would be effective.

SUMMARY

PROGRAMS:

1. Chemistry
2. Nursing
3. Dental hygiene

FACILITIES:

1. Computer

SERVICES:

1. Higher Education Center for Urban Studies (HECUS)
2. Library

CHECKLIST OF PROGRAMS IDENTIFIED BY INDEPENDENT COLLEGES AS MEETING OBJECTIVES OF PUBLIC ACT NO. 140 (1972), ARRANGED BY PROGRAM CATEGORY AND INSTITUTION, BY GEOGRAPHIC REGION

	REGIONS																		
	A	B							C	D		E				F			
PROGRAMS	Post Jr. College	Hartford Col. for Women	R.P.I.	St. Joseph College	Trinity College	Univ. of Hartford	Wesleyan University	Amherst College	Conn. College	Mitchell College	Albertus Magnus Col.	Quinnipiac College	Univ. of New Haven	Yale University	Fairfield University	Sacred Heart Univ.	Univ. of Bridgeport
BUSINESS AND MANAGEMENT																			
Banking management												X							
Business and administration	X							X					X						
Communications-graduate level															X				
Fashion merchandising	X																		
Internships in public offices						X													
Management development			X													X			
Public administration and judicial affairs						X													
Secretarial science	X							X											
EDUCATION																			
Continuing education													X		X				
Continuing education for teachers			X									X							
Early childhood education				X		X			X										
Minority group teacher aides											X								
Special education, exceptional children				X				X							X				
Teacher education					X		X												
Teacher training, Puerto Rican community											X								
LANGUAGES																			
Advanced languages				X															
Bilingual education						X													
Chinese									X										
Greek											X								
Italian											X								
Latin											X								
Teaching English to non-English speaking youth								X											
HEALTH PROFESSIONS																			
Allied health						X						X							
Dental hygiene																		X	
Health care, administration										X		X							
Nurses training						X		X		X					X			X	
Medical and health information			X																
Medical technology								X											
FINE AND APPLIED ARTS																			
Art education						X		X											
Dance									X										
Museum									X										
Music						X	X	X											
Theatre								X	X										
ENGINEERING																			
Environmental science			X						X										
Graduate engineering			X																
Undergraduate engineering			X																
SOCIAL SCIENCES																			
Black studies						X													
Sociology								X											
Urban studies															X				
COMPUTER AND INFORMATION SERVICES																			
Computer assisted instruction													X		X				
Computer information management			X																
Computer science					X				X			X	X						
PHYSICAL SCIENCES																			
Chemistry																		X	
Sciences				X															
CLASSICS, PHILOSOPHY																			
Classics				X							X								
Philosophy															X				
HOME ECONOMICS																			
Child care	X																		
Home economics				X															
OTHER																			
Asian studies									X										
College courses for gifted high school youth					X		X												
Courses for students attending public colleges							X												
Laboratory animal technology												X							
Liberal arts courses					X														
Library technology	X																		
Marine ecology										X									
Police administration, criminal justice										X			X						
Social worker technician																X			

CHECKLIST OF FACILITIES AND SERVICES IDENTIFIED BY INDEPENDENT COLLEGES AS MEETING OBJECTIVES OF PUBLIC ACT NO. 140 (1972), ARRANGED BY PROGRAM CATEGORY AND INSTITUTION, BY GEOGRAPHIC REGION

	REGIONS																		
	A	B							C	D		E				F		
	Post Jr. College	Hartford Col. for Women	R.P.I.	St. Joseph College	Trinity College	Univ. of Hartford	Wesleyan University	Amherst College	Conn. College	Mitchell College	Albertus Magnus Col.	Quinnipiac College	Univ. of New Haven	Yale University	Fairfield University	Sacred Heart Univ.	Univ. of Bridgeport
FACILITIES																			
Classrooms (evening use)					X	X	X												
Computer equipment													X					X	
General classrooms	X		X					X		X									
Lecture Halls	X		X							X									
Offices			X							X	X								
Site for technical college													X						
SERVICES																			
COMTAC							X												
Data processing consulting service			X																
Engineering training, minorities						X													
Higher Education Center for Urban Studies															X	X	X		
In-service programs for community college faculties							X												
Library	X								X			X						X	
Musical performances						X													
Studies of unemployment						X													
Summer recreational and educational programs					X														
Women's Center		X																	
Workshop, environmental problems						X													

GENERAL AREAS FOR FUNDING

Facility Usage

Non-Traditional Approaches to Higher Education

Health Care Training

Computers and Computer Technology

Student Exchange and Gifted Secondary Students

Consortiums and Regional Planning

Uncommon Programs

FACILITY USAGE

The availability of facilities for full or part-time use on a contract basis is a common characteristic of many of the State independent colleges. Among schools noting significant blocks of unused space are Albertus Magnus College, Post Junior College, Annhurst College, Rensselaer Polytechnic Institute, Mitchell College and Sacred Heart University. Several schools have also indicated that space is available outside normal classroom hours, late afternoons and evenings for example. In addition to the schools noted above, Fairfield University, Trinity College, University of Hartford, the University of Bridgeport, and Wesleyan University have all indicated the availability of space at such times. The availability of this space was often mentioned in connection with the overcrowded and ill-housed condition of local community colleges. An excellent potential would seem to exist for the State to acquire by contract excellent facilities on the campuses of several strategically located independent colleges. RPI has an ideal Hartford location, Post has a good proximity to Mattatuck, Annhurst to Quinebaug and Mitchell to Mogehan. As indicated in the Mitchell College report, President Weller would like for Mitchell to undertake that part of the Mohegan program which serves the New London area.

Thus far, cooperative facility usage arrangements are little

further than the preliminary planning stage at best. In the past, the lack of effective regional planning groups to bring the public and private colleges together proved to be a major obstacle to cooperative ventures. Hopefully, the new Commission for Higher Education regional planning groups will increase Public Act 140's chances for accomplishing something in this area. It is possible though that some reluctance exists on the part of the community colleges to support such arrangements.

Beyond contracting for general space there are also available special purpose facilities which may be used. Library usage is one area which has been suggested often. The community colleges particularly could benefit from having access to some of the excellent library facilities which exist on the campuses of many independent colleges. The University of Bridgeport has proposed such an arrangement with Housatonic Community College. Similar possibilities exist with Trinity in Hartford and Wesleyan in Middletown. Such arrangements need not necessarily be limited to particular colleges. The resources of some state institutions are less than adequate and many special collections maintained by private schools could be made available to scholars and students across the state on a contractual basis. Quinnipiac College has also proposed the creation of a library devoted to allied health available to students and professionals across the state. If the State should move into the allied health area as is suggested

elsewhere in this report, then this would seem to be a logical extension. It should also be noted that access to the Yale University library has become increasingly difficult and expensive over the years and shows every indication of becoming more so.

President Shain of Connecticut College has suggested that the State should contract to support regional libraries. Such libraries would provide collections where serious scholarly research could take place and thus remove the burden of the many small institutions across the state of trying to maintain research collections in the wake of dramatically rising costs. In any event, these institutions have been, with very few exceptions, wholly unsuccessful in their attempts. Although, in comparison to other states, Connecticut has provided adequate support to the State Library in Hartford, its support of libraries in general ranks quite low. The library at the University of Connecticut at Storrs is the only comprehensive educational library maintained and it is, by regulation, closed to students and faculty of other colleges. In the event of the development of an external degrees program as mentioned elsewhere in this report, comprehensive and accessible libraries will become an even greater necessity.

NON-TRADITIONAL APPROACHES TO HIGHER EDUCATION

In recent months a task force appointed by the Commission for Higher Education has been exploring the question of non-traditional methods for the delivery of higher education and the ways in which such methods might be employed to the benefit of the citizens of Connecticut. Non-traditional approaches are most commonly associated with the awarding of external degrees and the process of college credit by examination. In theory, the range of activities is considerably broader. This area may be one in which the programmatic and physical resources of the independent colleges can be especially useful and potentially available for contract under the terms of Public Act 140.

At present, several independent colleges in the State have been developing programs which fall into the broad area indicated. Hartford College for Women has been operating its counseling center for women for three years now and at minimal cost has been effective in assisting many women in the expansion of their educational horizons. The programs offered are practical and occupational as well as liberal arts in nature. Trinity College has been developing for implementation in the fall of 1972 a program centered around the awarding of a degree for work outside of the normal classroom and university setting. The academic rigor and depth of coverage in this program would be comparable to that of the normal B.A. program

but the mode of study and the time allowed would be considerably more flexible. Trinity has also indicated a willingness to develop an on-campus study program during the summer. Such a program would provide one of the core elements of an external degree program similar to that presently in operation in the United Kingdom. This is also one of the models under investigation by the Commission for Higher Education task force. In general, many private institutions maintain at least some continuing education structure although often not for credit. There is also a general willingness on the part of the independent colleges to move into the area of external degrees in a facility and resource center capacity. If external degree programs are initiated, access would have to be provided to necessary academic resources. The independent colleges, with their established facilities and geographical distribution, might provide the necessary support at minimal cost.

Funds from Public Act 140 could be used to support a series of pilot projects in conjunction with independent colleges based on the alternative ideas generated by the Commission task force. The potential would seem to be great.

HEALTH CARE TRAINING

The Jacobson-Torok manpower study of 1971 noted that in most areas of the State's projected manpower needs where a college education seemed necessary, Connecticut colleges were supplying an excess of qualified graduates. The area of Health Manpower, however, stood out as the most significant exception to this trend. This problem has, in spite of its wide recognition, remained a persistent one and with ever-increasing demand shows every indication of continuing so.

Connecticut's independent colleges have in the past been heavily involved in the training of Health Manpower over a wide range of occupations and specialties. Recently many institutions have either expanded their programs or have shown a desire to do so in order to meet the new demand. Excessive student demand at public institutions where tuition is nominal and even at some private institutions where tuition is considerably higher suggests that the student interest exists to further justify additional state action. Many private schools present strong economic and educational arguments for state funding for their existing or proposed health care programs.

At the two year level the burden of health training is being borne in the public sector almost entirely by the community colleges. These institutions seldom have adequate facilities and do not

appear to be in the position whereby additional students could be added without incurring significant new costs for facilities and equipment. The position of the private colleges vis-a-vis facilities is considerably stronger where fully equipped facilities have been in existence for some time or, in the case of new programs, conversions can be made with a minimum of time and effort. The problem faced by the independent colleges is that their tuition structure, of necessity, places them out of the reach of a goodly number of perspective students who in turn manifest themselves as the surplus demand confronting the public schools. It should be noted that the higher tuition of the private schools is not necessarily an indication of higher real operating costs in comparison to the public sector. Although this specific question has not been studied in depth, when adjustments are made for program offerings and facilities, it is probable that a cost parity exists between many private colleges and their public counterparts.

From an educational perspective, the independent colleges offer first the advantages of adequate facilities and, second, the benefits derived from more extended experience and usually close liaison with local and state health service facilities. This second advantage would be exceedingly difficult to develop on short notice in quantity in the public sector.

If the State wishes to support private health care training there are a number of potential contract bases which could be

employed. Some alternatives are noted below:

-- Contract with institutions to support part or all of the cost of the Connecticut resident students enrolled in Health Care programs. Support could be related to the amount required to educate the student in a comparable state program.

-- Contract to support health care programs in general. For instance the State could support the School of Allied Health at Quinnipiac as a single entity.

-- Support health care programs specifically. Fund the operation of certain "priority" portions of larger programs. Support could be given, for example, only to nursing programs.

-- Contract to support some share of the special costs involved in health care programs. Grants could be given to offset the high startup costs associated with such programs.

All of these possibilities are aimed at making it easier for the institutions to operate their programs at costs the student could more reasonably afford. It has been additionally suggested by President Manning of the University of Bridgeport that in such areas as allied health where a need has been identified that the State could contract to support loan funds for students

studying in the need areas. Such loans could involve a forgiveness clause whereby the amount owed could be reduced for the student remaining in the State after graduation. At all institutions the need for effective coordination to prevent duplication and competition for students between public and private colleges has been emphasized. Some institutions have been reluctant to invest in these and other programs for fear that state colleges would not remain content to remain uninvolved.

If the Commission were to investigate health manpower training needs regionally and attempt to develop educational offerings in the most efficient and effective manner possible, arguments presented on behalf of the private colleges would be amply supported.

COMPUTERS AND COMPUTER TECHNOLOGY

When queried about areas in which they felt their programs to be particularly strong and valuable, or areas they felt it would be wise to see Public Act 140 implemented in, many independent colleges answered in the area of computers and computer technology. Both Rensselaer Polytechnic Institute in Hartford and Quinnipiac College felt their program offerings in the areas of systems analysis and computer management represented important and unique services in the State. The University of New Haven suggested that greater efficiency in computer use could be obtained if a regional computer center could be created in the New Haven area which a number of schools, both public and private, could utilize. They suggested that the State should contract to support such a center at the University of New Haven. In general, those independent colleges which maintained on-campus computing operations expressed an interest in contracting part of their capacity for use by units of the State College or Community College systems where such arrangements would be mutually beneficial. The Community College system with its general lack of such facilities once again would seem to be a likely beneficiary for such arrangements.

The programs offered for support by Rensselaer and Quinnipiac are instructional programs in computer management and systems analysis. In both cases these programs appear to be of high educa-

tional quality. The Rensselaer programs are on the level of graduate level seminars aimed at increasing the level of expertise of those individuals who at various levels in education, government and industry, are expected to operate and plan computing centers and projects. The emphasis in these programs is in teaching administrators how to get the most out of their equipment and in determining what questions should be asked with respect to a given systems analysis problem. It is assumed that the individuals (students) involved already have functional command of the equipment under their control. Rensselaer Polytechnic Institute seminars can be developed which would be aimed at particular groups and tailor-made for the equipment and problems of the particular institution. Groups for which RPI feel there is a market are college and local school board administrators, various agencies in state government, public officials and people from business and industry. The difficulty, as RPI sees it, is that most of these groups lack the funds to support the tuition charges that are necessary to offer these programs free of outside aid.

The programs being offered by Quinnipiac are much more management-oriented and less concerned with problem solving. Whereas the RPI seminars are essentially graduate and non-credit, the Quinnipiac program is part of a four-year B.S. degree program and is intended for the general student.

The Quinnipiac program is presently on-going but cost breakdowns were not available at the time of our interview. The RPI

seminars are presently in the proposal stage although a test program offered to school administrators last year drew a good response. RPI estimates very roughly that start-up costs for a program of 30 people would be approximately $45,000. It is anticipated that there would be very considerable economies of scale if the program were to be offered in several areas and in many sections.

The proposal offered by the University of New Haven is one which potentially holds great implications for higher education across the state. Once again it is an area where effective regional planning and coordinating groups could play an important role. If such a computer consortium arrangement is contemplated by the Commission for Higher Education it may be wise to develop it in conjunction with the Management Information System being developed by the Commission for Higher Education. This system, as we understand it, has as one of its objectives, the determination of the computer needs for the public education system.

SUPPORT OF STUDENT EXCHANGE AND GIFTED SECONDARY STUDENTS

There are at least two areas where Public Act 140 funds could be utilized to make it possible for students in public education to take individual courses in the independent colleges without requiring the independent colleges to be responsible for the cost. The first of these would support student exchanges between public and independent colleges where mutually beneficial; the second would provide for the course-by-course tuition support of gifted secondary school students, thus making available to them college-level courses.

Several independent colleges have pointed out that their curricula include courses unique to their area and for which there is significant regional demand but that insufficient demand exists at any single institution to justify local offering. The result has been that either the local school uneconomically offers the course for only a few students or that it does not and, therefore, some students lack needed courses. The problem is especially complicated in the less common major programs. What is suggested here is that funds be made available to make it possible for a student in a public college to be able to take a needed course if it is offered in a private college in his area. Such a transfer would require the permission of both the public and independent college. Under such conditions the State would contract to support

the cost of a student on a pro-rated basis in the independent college course which he would be taking. Such support could be limited to the amount it would have cost the State to offer the same course at its own institution. Several school administrators have stated to us that the fact that the private schools cannot afford to support these extra students and that the State schools are reluctant to pay the costs of such transfer out of their own budgets has resulted in this approach to course offering not being used to its full potential. It should be noted that this type of transfer already exists among several groups of private schools and, on a no-fee basis in a couple of limited instances between public and private institutions. Thus far the result has been encouraging.

The State could also consider contracting with independent colleges to make it possible for advanced high school students to be able to take college work without the colleges having to pick up the cost of supporting such students. Many independent colleges already are involved in such programs but in almost all cases the courses must be made available on a free basis and are thus offered to far fewer individuals than the number which obviously could benefit. Local school boards have generally been unable to supply support for the gifted student, and where support has been forthcoming it is inherently biased against those who are from poorer school districts. Although the State Board of Education

has a program for gifted students its effect has been minimal and money has not been forthcoming. Both Trinity College and Wesleyan University have expressed interest in such a program as outlined above.

The types of programs suggested above are indicative of certain kinds of flexible contractual arrangements designed to meet individual student needs and benefit private higher education in particular but certainly higher education in general. Regardless of the economic benefits which would be derived, the educational benefits alone would provide persuasive arguments on their behalf.

CONSORTIUMS AND REGIONAL PLANNING

Most of the general proposals offered here and a great number of the specific proposals offered by the individual independent colleges could be greatly aided in their development and implementation if the State possessed an effective network of regional planning groups and effective consortium arrangements in higher education. Among the independent colleges the consortium arrangement is beginning to enjoy considerable popularity. In the Hartford area, a consortium exists in certain areas among the University of Hartford, Trinity College, Hartford Seminary, Hartford College for Women, and St. Joseph College. It has been suggested that a needed nursing program for the area be established through this organization and that the public units in the area also join in. In the Bridgeport area there presently exists the HECUS organization which includes Fairfield University, University of Bridgeport, Sacred Heart University and Housatonic Community College. HECUS was created as an urban studies consortium, but over the years its activities have been steadily expanding and it is presently trying to enlarge its membership to include all the State schools in the area. The support and recommendations given this organization by the presidents of the participant schools have been remarkable. Dr. Horn, president of Albertus Magnus, has suggested that the New Haven area could also benefit from such a consortium and lists

it as a top priority project.

It is fortuitous that these quasi-regional organizations should be springing up in the midst of the Commission for Higher Education's own regional planning groups. As has been pointed out, there exist many possibilities for inter-institutional cooperation, but in order for them to be realized the structure for communication and coordination must be established. The various members of consortium arrangements have suggested, without exception, that they should be enlarged and supported, if possible, by Public Act 140. In view of the Commission for Higher Education's own concern with regional planning, this would seem a good suggestion.

LISTING OF UNCOMMON PROGRAMS IN PRIVATE SECTOR

The following is a list of the educational programs at each independent educational institution in Connecticut which are uncommon within the State. For the purposes of the study, an uncommon program has been arbitrarily defined as one which is offered at three or fewer institutions. The Commission for Higher Education report entitled Degree Programs in Connecticut's Institutions of Higher Education 1971-72 was used in order to isolate these programs. Programs are listed by Department Code[2/], program name, institution(s) which offer the program and by the degrees which are offered.

The list of uncommon programs contains some errors and distortions of reality because not all educational programs can be neatly classified under standardized titles. A determined effort has been made to distinguish between truly unusual programs on one hand and common programs parading under uncommon titles on the other. It is possible that, even after several attempts to work through the maze of differing titles, some unique programs remain hidden behind common names and that some common programs have been listed as uncommon. When in doubt, erring on the side of including too many rather than too few programs has seemed preferable.

2/ From A Taxonomy of Instructional Programs in Higher Education, National Center for Educational Statistics, Office of Education, U.S. Department of Health, Education, and Welfare, 1970.

UNCOMMON PROGRAMS IN THE PRIVATE SECTOR

1. Degree programs available in the private sector offered by three or fewer institutions in the state, 1971-72.
2. Above list divided by institutions within Region.

DEGREE PROGRAMS AVAILABLE IN THE PRIVATE SECTOR
OFFERED BY THREE OR FEWER INSTITUTIONS IN THE STATE
FOUR OR MORE YEAR PROGRAMS, 1971-72

PROGRAM CODE	PROGRAM NAME	INSTITUTION(S)	TYPE OF DEGREE
0114	Forestry	Yale	Masters, Doctorate
0201	Environmental Design	Yale	Masters
0202	Architecture	Yale (UConn-Bachelors)	Bachelors
0301	Asian Studies, General	Connecticut College	Bachelors
0302	East Asian Studies	Wesleyan (CCSC-Bachelors & Masters)	Bachelors
		Yale	Masters, Doctorate
0304	Southeastern Asian Studies	Yale	Bachelors, Masters
0305	African Studies	Wesleyan	Bachelors
0307	Russian and Slavic Studies	Connecticut College	Bachelors
0308	Latin American Studies	Wesleyan	Bachelors
0315	Non-Western Studies	Trinity	Bachelors
0316	Japanese Studies	Yale	Bachelors
0318	Classical Civilization	Yale	Bachelors
0319	Black Studies	University of Hartford	Bachelors
0402	Botany, General	Connecticut College (UConn-Bachelors, Masters)	Bachelors, Masters
0407	Zoology	Connecticut College (UConn-Masters, Doctorate)	Bachelors, Masters
0409	Pharmacology, Human & Animal	Yale	Doctorate
0410	Physiology, Human & Animal	Yale (UConn-Masters)	Masters
0411	Microbiology	Quinnipiac	Bachelors
		Yale (UConn-Bachelors, Masters, Doctorate)	Masters

PROGRAM CODE	PROGRAM NAME	INSTITUTION(S)	TYPE OF DEGREE
0412	Anatomy	Yale	Masters
0434	Laboratory Animal Technology	Quinnipiac	Bachelors
0436	Molecular Biophysics & Biochemistry	Yale	Bachelors, Masters
0507	Operations Research	University of Bridgeport	Masters
0508	Hotel & Restaurant Management	University of New Haven	Bachelors
0514	Secretarial Studies	University of Bridgeport (CCSC-Bachelors, UConn-Bachelors)	Bachelors
0516	Labor & Industrial Relations	University of New Haven	Bachelors
		University of Bridgeport (UConn-Bachelors)	Bachelors, Masters
0601	Communications, General	Fairfield University	Masters
0602	Journalism	University of Bridgeport	Bachelors
0606	Industrial Journalism	University of Bridgeport	Bachelors
0813	Education of the Culturally Disadvantaged	University of Hartford	Masters, 6th
0824	Educational Statistics & Research	University of Hartford	Masters, 6th
0841	Home Economics Education	Saint Joseph College (UConn-Bachelors, Masters)	Bachelors
0848	Psychological Examiner	Fairfield University	Masters, 6th
0902	Aerospace, Aeronautical and Astronautical Engineering	Rensselaer Polytechnic Inst. (UConn-Masters, Doctorate)	Masters
0905	Bio-Engineering & Bio-Medical Engineering	Rensselaer Polytechnic Inst.	Masters
		Trinity (UConn-Masters, Doctorate)	Masters
0914	Metallurgical Engineering	Rensselaer Polytechnic Inst. (UConn-Masters)	Masters
0915	Materials Engineering	University of New Haven (UConn-Bachelors)	Bachelors

PROGRAM CODE	PROGRAM NAME	INSTITUTION(S)	TYPE OF DEGREE
0919	Engineering Physics	Rensselaer Polytechnic Inst.	Masters
0920	Nuclear Engineering	Rensselaer Polytechnic Inst. (Coast Guard Academy)	Masters
0921	Engineering Mechanics	Rensselaer Polytechnic Inst.	Masters
		University of Bridgeport	Masters
0927	Automatic Control	Rensselaer Polytechnic Inst.	Masters
0928	Systems Engineering	Rensselaer Polytechnic Inst.	Masters
0929	Industrial Design	University of Bridgeport	Bachelors
0930	Manufacturing Engineering	University of Bridgeport	Bachelors
1011	Photography	University of Hartford	Bachelors
1013	Theatre Studies	Connecticut College	Bachelors
1015	History of the Theatre	Yale	Doctorate
1106	Russian Language	Wesleyan	Bachelors
		Yale (UConn-Bachelors)	Bachelors
1107	Chinese Language	Connecticut College	Bachelors
		Yale	Bachelors
1108	Japanese Language	Yale	Bachelors
1115	Slavic Languages	Yale	Masters, Doctorate
1116	Near Eastern Language & Literature	Yale	Masters
1202	Hospital and Health Care Adm.	Quinnipiac	Bachelors
1208	Occupational Therapy	Quinnipiac	Bachelors
1213	Dental Hygiene	University of Bridgeport	Bachelors
1214	Public Health	Yale	Masters, Doctorate
1226	Epidemiology	Yale	Masters
1301	Home Economics, General	St. Joseph (UConn-Bachelors)	Bachelors
1305	Family Relations & Child Dev.	Connecticut College (UConn-Bachelors)	Bachelors
1306	Foods & Nutrition	St. Joseph (UConn-Bachelors)	Bachelors
1402	Master of Laws	Yale	Bachelors
1403	Science of Law	Yale	Doctorate

PROGRAM CODE	PROGRAM NAME	INSTITUTION(S)	TYPE OF DEGREE
1505	Linguistics	University of Hartford	Bachelors
		Yale	Bachelors
1513	College of Letters	Wesleyan	Bachelors
1702	Statistics, Mathematical & Theoretical	Yale (UConn-Bachelors, Masters, Doctorate	Bachelors
1919	Oceanography	University of Bridgeport (UConn-Doctorate, Coast Guard Academy-Bachelors)	Bachelors
1925	Clinical Chemistry	Quinnipiac College	Bachelors
2102	Public Administration	University of Hartford	Bachelors, Masters
		University of New Haven (UConn-Masters, Doctorate)	Bachelors, Masters
2104	Social Work & Helping Services	University of New Haven (Southern-Bachelors) (UConn-Masters, Doctorate)	Bachelors
2105	Law Enforcement	University of Hartford	Bachelors
		University of New Haven	Bachelors, Masters
2107	Public Administration Planning	University of Hartford	Masters
2203	Archeology	Yale	Bachelors
2210	International Relations	Yale	Masters, Doctorate
2211	Afro-American Studies	University of Hartford	Bachelors
		Yale	Bachelors
2301	Theological Professions, General	Yale	Masters
2302	Religious Music	University of Hartford	Bachelors
2304	Religious Education	Fairfield	Bachelors

The guide also lists several interdisciplinary majors that are explicitly offered at various institutions but which have not been listed here because these combinations of fields of study are available at other institutions. For example, economics and mathematics is listed in the guide only at Yale but it is known that other institutions, Wesleyan for example, offer this combination without formally recognizing it as a major.

PROGRAMS THAT CAN BE COMPLETED IN TWO OR FEWER YEARS, 1971-72

PROGRAM CODE	PROGRAM NAME	INSTITUTION(S)	TYPE OF DEGREE
5003	Banking, Finance, Real Estate	Post Junior College	Associate
		Sacred Heart (Mattatuck)	Associate
5012	Applied Arts, Graphic Arts	University of Bridgeport	Associate
		University of New Haven	Associate
5013	Fashion Merchandising	Post Junior College	Associate
		University of Bridgeport	Associate
5203	Dental Hygiene Technologies	University of Bridgeport	Associate
5207	X-Ray Technologies	Quinnipiac (Mattatuck & Middlesex)	Associate
5208	Nursing Degree Program	Quinnipiac	Associate
		University of Bridgeport (Norwalk)	Associate
5215	Inhalation Therapy Technologies	Quinnipiac (Norwalk and Manchester)	Associate
5221	Cytotechnology	Quinnipiac	Associate
5222	Radiologic Therapy	Quinnipiac	Associate
5301	Mechanical & Engineering Technologies General	University of New Haven	Associate
5311	Electromechanical Engineering Technologies	University of New Haven (Norwalk)	Associate
5322	Applied Science	University of Hartford	Associate
5323	Metallurgical Engineering Technologies	University of New Haven (Waterbury State Tech.)	Associate
5409	Life Science, General	Mitchell	Associate
5505	Police, Law Enforcement, Correction Technologies	University of New Haven	Associate

PROGRAM CODE	PROGRAM NAME	INSTITUTION(S)	TYPE OF DEGREE
5605	Fine Arts	Post Junior College	Associate
		University of Hartford	Associate
5606	Communication Art	University of Hartford	Associate
6000	Organized Occupational Curriculum		
6001	Science or Engineering related	Mitchell (Housatonic - 1 yr.)	Associate

UNCOMMON PROGRAMS BY INSTITUTION WITHIN REGION

The following constitutes a listing by Region of the uncommon programs in the private sector of Connecticut's educational system. Hopefully, this will render the listing more useful and will enable institutions to more easily recognize errors which may be corrected by making the necessary deletions and additions.

REGION A

PROGRAM CODE	PROGRAM NAME	TYPE OF DEGREE
Post Junior College		
5003	Banking, Finance, Real Estate (Sacred Heart-Associate) (Mattatuck-Associate)	Associate
5013	Fashion Merchandising (University of Bridgeport-Associate)	Associate
5605	Fine Arts (University of Hartford-Associate)	Associate

REGION B

PROGRAM CODE	PROGRAM NAME	TYPE OF DEGREE
Hartford College for Women		
	None	
Rensselaer Polytechnic Institute		
0902	Aerospace, Aeronautical and Astronautical Engineering (UConn-Masters, Doctorate)	Masters
0905	Bio-Engineering & Bio-Medical Engineering (Trinity-Masters) (UConn-Masters, Doctorate)	Masters
0914	Metallurgical Engineering (UConn-Masters)	Masters
0919	Engineering Physics	Masters
0920	Nuclear Engineering (Coast Guard Academy-Bachelors)	Masters
0921	Engineering Mechanics (University of Bridgeport-Masters)	Masters
0927	Automatic Control	Masters
0928	Systems Engineering	Masters
Saint Joseph College		
0841	Home Economics Education (UConn-Bachelors, Masters)	Bachelors
1301	Home Economics, General (UConn-Bachelors)	Bachelors
1306	Foods & Nutrition (UConn-Bachelors)	Bachelors
Trinity College		
0315	Non-Western Studies	Bachelors
University of Hartford		
0319	Black Studies	Bachelors
0813	Education of the Culturally Disadvantaged	Masters, 6th
0824	Educational Statistics & Research	Masters, 6th

REGION B, continued

PROGRAM CODE	PROGRAM NAME	TYPE OF DEGREE
University of Hartford, continued		
1011	Photography (Yale-Masters)	Bachelors
1016	Music, Choral	Bachelors
1505	Linguistics (Yale-Bachelors)	Bachelors, Masters
2102	Public Administration (University of New Haven-Bachelors, Masters) (UConn-Masters, Doctorate)	Bachelors, Masters
2105	Law Enforcement (University of New Haven-Bachelors, Masters)	Bachelors
2107	Public Adminstration Planning	Masters
2211	Afro-American Studies (Yale-Bachelors)	Bachelors
2302	Religious Music	Bachelors
5301	Mechanical Engineering Technologies, General (University of New Haven-Associate) (Bridgeport Engineering Institute)	Associate
5322	Applied Science	Associate
5605	Fine Arts (Post Junior College-Associate)	Associate
5606	Communication Art	Associate
Wesleyan University		
0301	Asian Studies, General (CCSC-Bachelors, Masters) (Yale-Masters, Doctorate)	Bachelors
0302	East Asian Studies (CCSC-Bachelors, Masters) (Yale- Masters, Doctorate)	Bachelors
0305	African Studies	Bachelors
0308	Latin American Studies (Yale-Bachelors)	Bachelors
1106	Russian Language (Yale-Bachelors) (UConn-Bachelors)	Bachelors

REGION C

Annhurst College

None

REGION D

PROGRAM CODE	PROGRAM NAME	TYPE OF DEGREE
Connecticut College		
0301	Asian Studies, General (Wesleyan-Bachelors)	Bachelors
0307	Russian and Slavic Studies (Yale-Bachelors, Masters)	Bachelors
0402	Botany, General (UConn-Bachelors, Masters)	Bachelors, Masters
0407	Zoology (UConn-Masters, Doctorate)	Bachelors, Masters
1013	Theatre Studies	Bachelors
1107	Chinese Language (Yale-Bachelors)	Bachelors
1305	Family Relations & Child Development (UConn-Bachelors)	Bachelors
Mitchell College		
5409	Life Science, General	Associate
6000	Organized Occupational Curriculum	Associate
6001	Science or Engineering related (Housatonic - 1 yr.)	Associate

REGION E

PROGRAM CODE	PROGRAM NAME	TYPE OF DEGREE
Albertus Magnus College		
	None	
Quinnipiac College		
0411	Microbiology (Yale-Masters) (UConn-Bachelors, Masters, Doctorate)	Bachelors
0434	Laboratory Animal Technology	Bachelors
1202	Hospital and Health Care Adm.	Bachelors
1208	Occupational Therapy	Bachelors
1925	Clinical Chemistry	Bachelors
5207	X-Ray Technologies (Mattatuck & Middlesex-Associate)	Associate
5208	Nursing Degree Program (University of Bridgeport-Associate) (Norwalk-Associate)	Associate
5215	Inhalation Therapy Technologies (Norwalk and Manchester-Associate)	Associate
5221	Cytotechnology	Associate
5222	Radiological Therapy	Associate
University of New Haven		
0507	Operations Research (University of Bridgeport-Masters)	Bachelors
0508	Hotel and Restaurant Management	Bachelors
0913	Industrial & Management Engineering	Bachelors, Masters
0915	Materials Engineering (UConn-Bachelors)	Bachelors
2102	Public Administration (University of Hartford-Bachelors, Masters) (UConn-Masters, Doctorate)	Bachelors, Masters
2104	Social Work & Helping Services (SCSC-Bachelors) (UConn-Masters, Doctorate)	Bachelors
2105	Law Enforcement (University of Hartford-Bachelors)	Bachelors, Masters
5012	Applied Arts, Graphic Arts (University of Bridgeport-Associate)	Associate

REGION E, continued

PROGRAM CODE	PROGRAM NAME	TYPE OF DEGREE
University of New Haven, continued		
5301	Mechanical & Engineering Technologies, General (University of Hartford-Associate) (Bridgeport Engineering Institute-Associate)	Associate
5311	Electromechanical Engineering Technologies (Norwalk-Associate)	Associate
5323	Metallurgical Engineering Technologies (Waterbury State Tech. Inst.-Associate)	Associate
5503	Public Police, law enforcement	Associate
Yale University		
0114	Forestry	Masters,Doctorate
0201	Environmental Design	Masters
0202	Architecture (UConn-Bachelors)	Bachelors
0302	East Asian Studies (Wesleyan-Bachelors) (CCSC-Bachelors, Masters)	Masters,Doctorate
0304	Southeastern Asian Studies	Bachelors,Masters
0307	Russian and Slavic Studies (Connecticut College-Bachelors)	Bachelors
0308	Latin American Studies (Wesleyan-Bachelors)	Bachelors,Masters
0316	Japanese Studies	Bachelors
0317	Chinese Studies	Bachelors
0318	Classical Civilization	Bachelors
0409	Pharmacology, Human and Animal	Doctorate
0410	Physiology, Human and Animal (Uconn-Masters)	Masters
0411	Microbiology (UConn-Bachelors, Masters, Doctorate)	Masters
0412	Anatomy	Masters
0436	Molecular Biophysics and Biochemistry	Bachelors,Masters
1011	Photography (University of Hartford Bachelors)	Masters
1015	History of the Theatre	Doctorate
1017	Film Making	Masters
1106	Russian (Wesleyan-Bachelors) (UConn-Bachelors)	Bachelors

REGION E, continued

PROGRAM CODE	PROGRAM NAME	TYPE OF DEGREE
Yale University, continued		
1107	Chinese Language (Connecticut College-Bachelors)	Bachelors
1108	Japanese Language	Bachelors
1116	Near Eastern Language & Literature	Masters
1214	Public Health	Masters,Doctorate
1226	Epidemiology	Masters
1402	Masters of Laws	Bachelors
1403	Science of Law	Doctorate
1505	Linquistics (University of Hartford-Bachelors)	Bachelors
1702	Statistics, Mathematical & Theoretical (UConn-Bachelors, Masters, Doctorate)	Bachelors
2203	Archeology	Bachelors
2210	International Relations	Masters,Doctorate
2211	Afro-American Studies (University of Hartford-Bachelors)	Bachelors
2301	Theological Professions, General	Masters

REGION F

PROGRAM CODE	PROGRAM NAME	TYPE OF DEGREE
Fairfield University		
0601	Communications, General	Masters
0848	Psychological Examiner	Masters, 6th
2304	Religious Education	Bachelors
Sacred Heart University		
5003	Banking, Finance, Real Estate (Post Junior College-Associate) (Mattatuck-Associate)	Associate
University of Bridgeport		
0507	Operations Research (University of New Haven-Bachelors)	Masters
0514	Secretarial Studies (CCSC-Bachelors) (UConn-Bachelors)	Bachelors
0516	Labor & Industrial Relations (University of New Haven-Bachelors) (UConn-Bachelors)	Bachelors,Masters
0602	Journalism	Bachelors
0606	Industrial Journalism	Bachelors
0921	Engineering Mechanics (Rensselaer Polytechnic Inst.-Masters)	Masters
0929	Industrial Design	Bachelors
0930	Manufacturing Engineering	Bachelors
1213	Dental Hygiene	Bachelors
1919	Oceanography (UConn-Doctorate) (Coast Guard Academy-Bachelors)	Bachelors
5208	Nursing Degree Program (Quinnipiac-Associate) (Norwalk-Associate)	Associate
5012	Applied Arts, Graphic Arts (University of New Haven-Associate)	Associate
5013	Fashion Merchandising (Post Junior College-Associate)	Associate
5203	Dental Hygiene Technologies	Associate

PUBLIC SECTOR RESPONSE

PUBLIC SECTOR RESPONSE

Early in the summer, a letter was prepared and sent to the institutions in the public sector requesting that they offer suggestions concerning the implementation of Public Act 140. This letter was forwarded to the various units on June 28, 1972, by Dr. Warren G. Hill, Chancellor of Higher Education.

We received four responses to the letter. The Technical Colleges and the University of Connecticut Health Center indicated that they had no suggestions to offer. The University of Connecticut at Storrs and the State Colleges informed us that they will study the situation and then respond. The Community College system did not respond.

Dr. J. Eugene Smith, Executive Secretary of the State College system, took a preliminary copy of this report in mid-August to study before responding. He plans to meet with the project committee chairman, Mr. Richard S. Lewis, and to discuss his response to the report as well as to offer any suggestions that the State Colleges wish to provide concerning Public Act 140.

SUGGESTIONS CONCERNING THE IMPLEMENTATION OF PUBLIC ACT 140

SUGGESTIONS CONCERNING THE IMPLEMENTATION OF PUBLIC ACT 140

A careful reading of Public Act 140 suggests that it is designed primarily to aid the financially hard-pressed independent sector of Connecticut's system of higher education. The Act states that its purpose is to allow contractual arrangements between the Commission for Higher Education and private colleges that will be "mutually beneficial to the citizens of the State and the independent colleges." The justification for State aid to the private sector must be based, therefore, upon the conviction that the independent colleges are worth preserving because of the diversity they add to the State system of higher education. The collapse of the independent colleges, if such were to occur, would constitute a severe blow to the system - not only because of the added burden that it would create for the public institutions, but also because the diversity provided by the independent colleges constitutes a positive good in and of itself. Connecticut students would have a much narrower range of choices for post-secondary education if the independent colleges were to cease operations.

Consequently, Public Act 140 should be used in a manner that will preserve the strength and independence of the private colleges. Any contract that would significantly compromise that independence would diminish the strength of the system. The independent institutions must remain free if they are to continue to make a maximum

contribution to the State system. There should be, therefore, as few strings as possible attached to funds distributed under the provisions of Public Act 140.

The independent college should request support from the Commission for Higher Education under Public Act 140 to begin, continue, or expand a particular program, facility or service. The Commission should then decide whether or not to provide support. The initiative should, it is felt, come from the independent college and the independent college should always retain complete control over the program. The Commission for Higher Education's only concern should be to choose for support those programs that it believes most closely meet the requirements established in the law.

An additional goal for Public Act 140 is to increase efficiency in Connecticut's system of higher education. If the Commission for Higher Education sees a need for a certain educational program that already exists in the private sector but not in the public sector or that could more easily be created in the private sector than in the public sector, then it would seem questionable to duplicate that program in the public sector. The taxpayer and student would be best served if the Commission for Higher Education would contract under Public Act 140 for the independent college to provide that program. Given the increasing reluctance of taxpayers to pour more and more money into the public

sector of higher education, this type of efficiency drive seems essential. Many taxpayers assume that there is much waste and inefficiency in the State's system of higher education and seem less and less willing and less and less financially able to tolerate it. Public Act 140 could be of assistance in this regard.

The next question becomes one of determining how the Commission for Higher Education should evaluate proposals from independent colleges for aid under Public Act 140. The first and most important qualification for a contractual arrangement should be that it aids both the state of Connecticut and the independent college involved. Upon reflection, one must conclude that assuring that the contract does aid the independent college involved is that college's responsibility. The Commission for Higher Education cannot be expected, even if it did have the resources and information necessary to do so, to determine this for the college. Consequently, when a proposal is submitted, the Commission for Higher Education should assume that the independent college has done the necessary research to assure that it will at least recover its cost if it receives the contract.

Since Public Act 140 is not a simple give-away or general support program but one which authorizes the Commission for Higher Education to enter into contracts with independent colleges that are "mutually beneficial to the citizens of the State and to

the independent colleges," the Commission for Higher Education must determine that each program that it supports meets a genuine state need. As part of its application, the independent college should offer its justification for the program it proposes. The job of the Commission then becomes one of evaluating, in terms of its knowledge of offerings available in the State system, student demand for programs, and national projections and trends, whether or not the proposal merits state support. The quantitative measures suggested above will be helpful but each judgment unquestionably will contain subjective elements.

All judgments must necessarily involve consideration of comparative per student costs in the public and private sectors. For each proposal, the Commission for Higher Education must ask, among other things, whether the marginal cost of implementing a program in the public sector would be higher or lower than in the private sector. The Commission's general policy should be not to enter into agreements with the private sector that would involve per student costs greatly in excess of the per student costs in the public sector. When an independent college proposes a new program, the Commission for Higher Education must consider both one-time implementation costs and continuing costs for the independent college and for the public colleges before it renders a judgement. This argument implies that the Commission for Higher Education should always attempt to minimize costs and should never

enter into agreements providing for per student costs in excess of those in the public sector. While it is suggested that this become the usual policy, it must be emphasized that this should not become an unbreakable rule. If significant qualitative differences between programs recommends strongly enough that a proposal merits support (even though it would involve per student costs in excess of those in the public sector) then the Commission for Higher Education should make the exception and enter into the contract.

In addition to considering the uniqueness of programs, their contribution to the State system of higher education, comparative per student costs at public and private institutions, the degree to which proposed contracts would compromise the independence of the independent college, the degree to which a proposed program would aid the independent college in question, and whether the implementation of a proposal would improve efficiency in the system, the Commission for Higher Education must consider the access of Connecticut students to a program. This question has, of course, been implied throughout this report but it seems best to make it explicit at this point. The independent college must, when it makes its proposal, demonstrate that it has effective plans for making the program available to qualified Connecticut students at reasonable cost. This might involve scholarships for some Connecticut students, giving preference to Connecticut

students over out-of-state students equally qualified until a certain percentage of the class consists of Connecticut students, or some other plan that would assure reasonable access to the State-aided program for Connecticut students.

Obviously, each proposal must be considered separately in order to determine whether it deserves support. Certain areas that seem especially promising were identified. The sharing of expensive facilities by public and private institutions would seem to be most appropriate. Facilities that come immediately to mind are libraries, computer resources, gymnasiums, auditoriums, theatres, and classrooms. Often private institutions have excess capacity in these areas while nearby community colleges have no or inadequate facilities. It seems much more reasonable for the community college to contract to utilize the private school's facilities than for the taxpayers to pay for duplicating these facilities at the public school. Similarly, Public Act 140 could promote efficiency in the system by funding consortia arrangements such as HECUS and the arrangement suggested by Dr. Horn of Albertus Magnus. Public Act 140 might also be used to create a fund for student exchanges and for gifted secondary students to take college courses. Finally, it is suggested that the fields of medical training and non-traditional approaches to higher education provide good opportunities for fruitful implementation of Public Act 140. It is believed that proposals in these areas, which are described

at some length in the body of the report, should receive special consideration when contracts are awarded.

APPENDIX

Public Act No. 140

Project Committee Members

PUBLIC ACT NO. 140

AN ACT CONCERNING CONTRACTS WITH INDEPENDENT COLLEGES FOR PROGRAMS, FACILITIES, AND SERVICES BY THE COMMISSION FOR HIGHER EDUCATION.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. In order to secure for the citizens of Connecticut the additional advantages which would accrue under more widely cooperative arrangements between the public colleges and the independent colleges, the commission for higher education is authorized to enter into contracts with the independent colleges. Such contracts shall encourage, promote, and coordinate educational developments which are mutually beneficial to the citizens of the state and the independent colleges, increase the use of available facilities, prevent the duplication of expensive and specialized programs, and further motivate cooperative efforts by the public system of higher education and the independent colleges to direct their work to the solution of contemporary societal problems.

Sec. 2. For the purposes of this act (1) a program is defined as a course of study leading to certification, licensure, certificate, or degree at all post-secondary levels; (2) a facility is defined as a building or an area within a building, a group of buildings, a special area, or specialized items of equipment used for educational purposes; (3) a service is defined as a formal activity designed to explore scientific, technological, or humanistic problems, to find solutions to contemporary societal problems or to provide selected public service or student service activities; (4) an independent college or university is a college or university located in this state which is not included in the Connecticut system of public higher education and whose primary function is other than the preparation of students for religious vocation.

Sec. 3. The commission for higher education is authorized to contract with independent colleges and universities for the use of programs, facilities, and services as defined in section 2 of this act. The commission for higher education shall provide continuing evaluation of the effectiveness of such contracts and shall submit

annual reports and recommendations to the governor and the joint standing committee on education. In administering this act, the commission for higher education shall develop and use fiscal procedures designed to insure accountability of public funds.

Sec. 4. This act shall take effect July 1, 1972.

Certified as correct by

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Legislative Commissioner.

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Clerk of the Senate.

_____

Clerk of the House.

Approved _____, 1972.

_____

Governor.

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